

SELF-ACTUALIZATION, ACHIEVEMENT AND  
OTHER FACTORS AS A FUNCTION OF  
COLLEGE STUDENTS IN SELECTED  
HOUSING SETTINGS

By  
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## CHAPTER I

### INTRODUCTION

I selected the dormitory for its convenience and generally lower cost. It offers necessities of housing and an opportunity for new acquaintances and sharing experiences. The dorms don't have for me the repulsive features that some people look for.

I lived in a dorm for a year and hated the restrictions, the prison atmosphere, and hundreds of girls running around when you're trying to sleep or study. In an apartment I feel I have almost complete freedom and privacy. It doesn't limit me by the demands of others.

The above statements were made by two second-year college students living in different housing settings for their own individual reasons. Such statements have led this writer to raise a question regarding differences that occur in the feelings of students living in particular housing settings. The question may be expanded to include additional facets related to the similarities or differences among groups of students living in selected housing settings in a university community. It is the premise of this study

that differences do occur among groups of students who live in particular housing settings and that these differences may be measured. The types of differences to be investigated involve areas related to level of college achievement, self-actualization, demographic factors and attitudes toward self, education, and housing setting in which the students being studied are living.

Background material for this study will include a discussion of the dilemma with which many colleges are faced in providing housing for increasing numbers of students. The discussion will then focus on the housing of students at the University of Florida and will include a description of the housing settings to be utilized in this study. Finally, a case will be developed to support the contention that achievement differentials exist among groups of students living in selected housing settings at the University of Florida.

### Background

Riker and Lopez (1961, p. 6) report that residence hall housing for college students was available for approximately 26 percent of the college population in 1960. They

estimate that, by 1970, 40 percent of the college population will need to be housed on the college campus. Of an estimated 6.0 million total student population in 1970, it would follow that 3.6 million students will be looking for housing in off-campus settings. Even with the strenuous building programs which exist on many college campuses today, existing residence hall facilities are not adequate to accommodate the projected enrollments with which many colleges are faced.

Because of a shortage of on-campus housing facilities, students may turn to fraternity and sorority housing, rooming houses, apartments, private homes, or other accommodations which may meet the needs of the individual student. In reference to the campus housing shortage, Rafkind (1966, p. 21) emphasizes (in italics): "There isn't enough of it [housing], in the right places, of the proper kind and quality, at a price most students can afford to pay."

In the face of a housing shortage, colleges and universities are erecting centers of living and learning which place increased emphasis on functional utility, comfort, instruction, and recreation. Air conditioning and carpeting are no longer considered luxuries in new buildings. Areas

for typing, group study, and recreation are being included, along with libraries, reading rooms, kitchenettes, and facilities for closed-circuit television. Hence, students who at one time may have sought housing away from the campus dormitory may now elect to remain in the residence hall for their entire college career, provided, of course, that such housing is available.

In competition with campus housing, private investors are pouring millions of dollars into the construction of plush apartments. Attractive brochures entice students by offering air conditioning, wall-to-wall carpeting, swimming pools, sauna baths, handball courts, shuttle buses, along with other recreational and social opportunities. In contrast to such luxury accommodations, college communities generally offer a variety of rooming houses, apartment houses, and private homes, which serve the student as measures of economy, convenience, and/or availability. Substandard housing exists in many campus communities solely to attract the student who may find that he is unable to obtain acceptable housing because of existing shortages or inflated rental costs.

Since a wide variety of housing is often available in college communities having limited residence hall space,

students often desire and actively seek off-campus housing early in their college careers. Fraternity and sorority houses, apartments, rooming houses, and the like provide accommodations which help to ease the demand on the residence hall and, therefore, allow those students wishing to live on campus a greater opportunity to situate themselves in their desired housing setting.

Depending on the educational institution and the locality in which it is established, students, with parental consent and sufficient financial resources, enjoy varying degrees of freedom in their choice of housing. A wide degree of choice has been enjoyed by students at the University of Florida. These students, with the exception of freshmen, have been relatively free to establish their residences in any of the previously mentioned housing settings.

The University Record of the University of Florida (1967, p. 114) stipulates that, "ALL BEGINNING SINGLE FRESHMEN (MEN AND WOMEN) are required to live in University Housing." Generally, this regulation has been enforced, with exceptions allowed for those students living with their parents or relatives. The University Record continues, "ALL SINGLE UNDERGRADUATE WOMEN STUDENTS are required to live in University Housing as long as space is available."



In the fall of 1967, 2,738 single undergraduate women were living in residence halls, while 5,166 single undergraduate women were enrolled at the University of Florida. The on-campus housing situation was not as favorable for the male student; of 7,993 single undergraduate males, 2,931 were living in the residence halls. It may also be of interest to note that for the same term 820 sophomore women and 609 sophomore men of total sophomore enrollments (single and married) of 1,554 and 2,178 students respectively were living in residence halls on the University of Florida campus. Since on-campus housing is not available for all students, men seek fraternity and off-campus housing after their freshman year; women are allowed to live in their respective sorority houses and, with permission, they may seek off-campus housing. Table 1, developed from unpublished data obtained from the University of Florida's Office of the Director of Housing (1968), summarizes undergraduate enrollment of single students for the 1967 Fall Quarter.

Four housing settings will be utilized in this study. Each setting has its own characteristics and, therefore, warrants special attention. The housing settings are described below:

TABLE 1.--Areas of Residence for Single Students Enrolled at the University of Florida for the 1967 Fall Term

|       | Residence<br>Halls | Greek | Off-<br>Campus | Other <sup>a</sup> | Total  |
|-------|--------------------|-------|----------------|--------------------|--------|
| Men   | 2,931              | 1,027 | 3,338          | 697                | 7,993  |
| Women | 2,738              | 518   | 1,377          | 533                | 5,166  |
| TOTAL | 5,669              | 1,545 | 4,715          | 1,230              | 13,159 |

<sup>a</sup> Includes commuters, Alachua County residents, on-campus apartments, and students indicating no address at the time of registration.

### On-Campus Housing

Riker (1965, pp. 5, 6) sees the function of college housing in the residential academic community as needing "purpose and direction consistent with the objectives and curriculum of the institution." The following three assumptions are used to build the case for housing: (1) Environment enhances behavior; (2) enrichment of the environment enhances intellectual activity; and (3) learning is a total process.

Residence hall organization on the University of Florida campus is presented in The University Record (1967, p. 114):

University residence halls have been designed and organized to emphasize the importance of the individual student in small-size living groups. Each hall provides opportunities for formal and informal educational programs, together with social and recreational activities. Many residents find their hall the center of their out-of-class interests. What you will find depends largely upon your own contribution to the life of your hall. Programs and activities vary from hall to hall and from year to year, since they are based on the needs and interests of the students themselves.

To implement the structure and purposes of the residence hall a staff of trained counselors and part-time assistants supervises the residence hall and its activities. The staff is vested with the responsibility of overseeing the academic

life and educational atmosphere within the residence hall. Opportunities for individual and group counseling are available. Educational and social programs in the residence hall are arranged and planned in cooperation with the Hall Council, a representative body of students which governs group activities and establishes standards for group living. An active intramural sports program is maintained, and activities are often planned and coordinated with campus-wide events.

Generally, the residence halls on the University of Florida campus provide rooms for one or two students, with an emphasis on small-size living groups of thirty to forty students who live in a hall section. Each residence hall area provides study lounges, a library, recreational facilities, storage, laundry and dry cleaning facilities, food service, and postal and linen service.

Although the University provides the basic necessities for residence hall living, students react to their dormitorylike environment with varying behavioral patterns. Hence, a student room may reflect the occupant's attitude toward his housing setting. Next door to a neat, well-kept room with curtains at the windows and a rug covering the tile floor might be a room showing neglect, with a generally

disorganized appearance, a floor covered with old newspapers and waste paper, and dirty clothes piled into a corner.

It appears that students are given the opportunity to participate in the educational, social, and recreational activities of the residence hall. The satisfactions derived from residence hall living will be related to the degree to which the student contributes to and participates in the activities of his housing setting.

#### Greek Housing

Twenty-seven national social fraternities and fourteen national social sororities have established chapters at the University of Florida. Students are provided with an opportunity to rush these groups and those who are invited to pledge and later join fraternities and sororities may have an alternative to living in the residence hall.

Most of the fraternity and sorority organizations at the University of Florida have built chapter houses or have leased homes on or near the campus. Chapter houses are generally substantial buildings housing around fifty members in a comfortable and relaxed environment. House rules are developed within the framework of the governing bodies, and overseeing the total fraternal system are two

councils; the Interfraternity Council is composed of representatives of each fraternity, and the Panhellenic Council is composed of representatives of each sorority.

Fraternity membership varies from chapter to chapter; large fraternities boast membership rolls of over 150 students and, therefore, only a fraction of their members may be housed in the chapter house at any one time. The students who live in the chapter house are generally very active in the affairs of the chapter and often participate in campus activities.

Fraternities and sororities represent a closed society. The business of the chapter is often discussed behind closed doors and rarely comes to the outsider's attention. Thus, this closed society, with its elaborate ritual and internal social pressures, may attract students who have special needs which motivate movement toward particular organizations.

Physically, the student room in a fraternity is not unlike that of a residence hall. However, additional convenience is afforded in terms of the structure of the fraternity or sorority house, which is often equipped with a well-furnished living room, dining room, game room, et cetera. Its relatively small group of members living in a

single unique living unit provides a very congenial atmosphere in which students can join in activities of mutual interest.

### Off-Campus Housing

A wide variety of housing is available to the student who does not wish to live in the residence hall or elect to pledge a fraternal group. Students may be found living in housing which ranges from an unpretentious room above a garage to a modern twelve-story apartment complex boasting a swimming pool, entertainment facilities, and a picnic area on five acres of landscaped terrain.

From 1962 to 1967, total enrollment at the University of Florida increased by 5,178 students, or approximately 1,000 students each year, according to records furnished by the Office of the Registrar (1968) at the University of Florida. This increase in enrollment has resulted in an increase in the demand for off-campus housing. It is estimated that an average of three students reside in an off-campus living unit. Personnel in the Off-Campus Housing Office at the University of Florida attempt to help students select adequate housing in and around Gainesville. In addition, this office informs students that the same standards

of behavior that have been established for on-campus students apply to the student living in off-campus housing. However, no student is required to register with this office, and no major attempt is made to police off-campus students. In short, students living off campus at the University of Florida are in a position to select their own norms of behavior. It may be inferred that a great deal of variation does occur in the behavior of students living off campus. However, the behavior of students living off campus may not be significantly different from the behavior of those students who select on-campus or Greek housing.

#### High-Density Housing

A unique section of off-campus housing has developed in Gainesville. Entrepreneurs have constructed a number of luxury apartment complexes in a relatively limited area. The design and arrangement of these garden apartment groups provide for an indoor-outdoor atmosphere which has attracted large numbers of University of Florida students. The Director of the Off-Campus Housing Office at the University of Florida estimates that over 2,500 single students live in apartment complexes which have been erected along a single street in Gainesville.



These apartment complexes boast such accessories as wall-to-wall carpeting, drapes, garbage disposals, swimming pools, air conditioning, handball courts, and a unique architectural styling for each apartment grouping. In the Gainesville Sun, reporter Marilyn Barr (1967, p. 6) suggested that the activities of students living in such off-campus housing range from " . . . the most diligent, intensive study to noisy, carefree parties, and quite often, a combination of both."

The motel-like atmosphere of this particular area of housing has resulted in many local citizens attaching the label "Sin City" to these apartment complexes. Because of the close proximity of living quarters in this setting, the researcher has designated the high-density housing group to be a separate study group apart from the general off-campus housing setting previously described.

In summary, it has been noted that on-campus housing at institutions of higher learning is not adequate to house all full-time students. In many college communities a wide range of housing is available for those students desiring to live off campus. The University of Florida cannot keep pace with its increased enrollment and, hence, it is not able to provide on-campus housing for much of its undergrad-

uate student body. Excluding freshman students, the researcher estimates that approximately 52 percent of the single undergraduate men and 34 percent of the single undergraduate women at the University of Florida indicated that they lived in off-campus housing settings during the 1967 Fall Quarter. Traditionally, women students have had a greater degree of regulation imposed by the University in their choice of housing than male students, who enjoy relatively free movement in their selection of housing. The researcher concludes that, in general, students (men and women) following their freshman year at the University of Florida have been afforded an opportunity to move out of their residence hall settings and into one of the other housing settings that were described above.

Having established that a high degree of freedom exists in student selection of housing at the University of Florida, the researcher attempted to determine if differences do occur among students moving into specific areas of housing. Achievement of students living in the four housing settings previously described was selected for study. To execute this pilot study, randomly selected samples of second-year students residing in these four housing settings at the University of Florida were matched according to their

Florida Twelfth Grade Test scores. The cumulative University of Florida grade point averages (GPAs) of students in each of the four housing settings were averaged by groups. The results are presented in Tables 2 and 3. An analysis of variance (Table 3) indicates that significant differences are present in the academic achievement of the groups of students studied.

The data presented suggest strongly that groups of second-year students who reside in selected housing settings at the University of Florida achieve grade point averages which are significantly different. It was felt that, if students living in different settings presented differential achievement patterns, then additional factors should be present to account for the observed variation in achievement. Therefore, the researcher proposes to investigate the following factors which may contribute to achievement differentials among groups of students in selected housing settings: (1) self-actualization, (2) socioeconomic and demographic differences, (3) sex differences, (4) college and life expectation, (5) attitudes toward college housing.

TABLE 2.--Cumulative Grade Point Averages Earned by Selected Second-Year Students in Four Housing Settings at the University of Florida -- Winter, 1967, Term: N = 100

|              | N  | Average Florida<br>Twelfth Grade<br>Test Scores <sup>a</sup> | Average University<br>of Florida Grade<br>Point Average <sup>b</sup> |
|--------------|----|--|--|
| On campus    | 55 | 401.0  | 2.48   |
| Greek        | 55 | 402.0  | 2.33   |
| Off campus   | 55 | 402.7  | 2.15   |
| High density | 55 | 401.1  | 2.12   |

<sup>a</sup>The maximum Florida Twelfth Grade score is 495.

<sup>b</sup>Grade point average is based on a 4.0 scale.

TABLE 3.--Analysis of Variance of Cumulative Grade Point Averages achieved by second-year University of Florida students in four housing settings

| Source           | Analysis of Variance |         |        |                     |
|------------------|----------------------|---------|--------|---------------------|
|                  | df                   | SS      | MS     | F-ratio             |
| Housing settings | 3                    | 4.6374  | 1.5458 | 6.2130 <sup>a</sup> |
| Within           | 216                  | 53.7590 | .2488  |                     |
| TOTAL            | 219                  | 58.3964 |        |                     |

<sup>a</sup>p .01.

### Statement of the Problem

The problem is one of investigating possible differences in achievement, degree of self-actualization, socioeconomic and demographic variables, college and life expectations, and student attitudes toward college housing among groups of students who are separated by sex and who reside in a specific housing setting in a university community.

Perhaps the most readily available and objective measurement of achievement among college students is the grade point average. The GPA is derived from the evaluation of course work by a student's instructors, who report at a specified period of time an indication of the student's level of performance to a recorder or registrar, who compiles these evaluations into a single score, which is often referred to as the grade point average of the student. This GPA is generally a ratio of quality points earned for grades received divided by the number of course hours attempted by the student.

Factors which are believed to describe personality characteristics have been measured from several approaches. Measures of abnormal personality traits are obtained by

objective pencil-and-paper tests such as the Minnesota Multiphasic Personality Inventory or through projective devices such as Rorschach Technique. The abnormal approach to personality has lately come under criticism for its emphasis on psychologically sick people. Maslow emphasizes a need to reverse this trend and give consideration to the healthy aspects of personality, (Maslow, 1954, p. 354):

The science of psychology has been more successful on the negative than on the positive side; it has revealed to us much about man's shortcomings, his illnesses, his sins, but little about his potentialities, his virtues, his achievable aspirations, or his full psychological height. It is as if psychology has voluntarily restricted itself to only half its rightful jurisdiction, and that the darker, meaner half. . . .

In a word, I contend that psychology has not stood up to its full height. . . . We must find out what psychology . . . might be, if it could free itself from the stultifying effects of limited, pessimistic, and stingy preconceptions about human nature.

Maslow's approach to personality is through the study of healthy people. By approaching the individual in terms of eliciting responses by use of a measure of positive health, it is the researcher's belief that relatively normal individuals in a college setting will react with greater acceptance toward expressing their feelings, values, and behavior orientations. The threat of being exposed as psychologically abnormal should be reduced.

Determination of socioeconomic status is a complex, subjective task. Students at the University of Florida come from a variety of geographic locations. Their families have varied backgrounds and interests; their social class, in part, is determined by the characteristics of the community in which the families live. Such factors as income, occupation, education, affiliations with organizations such as service or civic clubs, religious affiliations, place of residence, et cetera, are related to social class (Mayer, 1955, pp. 29-54). Because of the complex nature of social class determination as described by Warner, Meeker, and Fells (1960), some demographic factors, which may relate to socioeconomic status, will be utilized to explore the socioeconomic level of the research population.

College and life expectations as well as student attitudes toward college housing have been approached from several directions. Stern's College Characteristics Index (CCI) and Stern's Activity Index (AI) have been used as objective measures to assess student needs in the college environment. Consideration is given to " . . . the idea that college cultures may be seen as a complex of environmental press which, in turn, may be related to a corresponding complex of personal needs" (Pace and Stern, 1958,



p. 269). In contrast to these measures which are somewhat lengthy, this study utilizes a direct subjective approach in an attempt to elicit student goals in college and life, and to probe into student attitudes toward college housing. The research population will be requested to give short responses to several subjective questions.

### Purpose of the Study

An indication that achievement differences exist in groups of students living in different housing settings has led the researcher to hypothesize that other differences may occur among these students. To understand better and meet the needs of the student population at the University of Florida, an investigation of these differences may be of value. Therefore, this study is designed to go beyond the boundaries of the campus residence hall in an attempt to determine some of the differences that may occur in groups of students living in particular housing settings. It is hoped that this study will hold implications for the nature and scope of personnel services offered at the University of Florida, as well as provide additional areas of interest for future study.

Specialized services are provided for University of



Florida students. Offices have been established for meeting student needs in areas of academic counseling, physical and mental health, student activities, housing, financial aid, and placement. Of special interest are the facilities which help students with their vocational, academic, and personal problems. These facilities utilize professional psychologists, who are available to students who desire to avail themselves of such help. In the residence hall, resident counselors are a source of immediate help to on-campus students, many of whom seek individual or group counseling.

Leisure-time activities, including dances and intramural athletics, are planned by residence halls and Greek organizations. Such activities are localized and accessible to those students living closest to the campus. Consequently, there appears to be a tendency for students living in off-campus settings to avoid campus activities (Wrenn, 1951; Dollar, 1966).

Studies of students living in residence halls have reported change in grade point average as a result of varying counseling techniques, change in grade point average as a result of varying the ratio of high achieving students living among low achieving students, and predicting problem behavior as a result of scores obtained on personality

inventories (Clark, 1963; Carter, 1966; DeCoster, 1966). However, off-campus students seldom become the object of intense experimental studies, and student personnel workers have little basis on which to establish differences which may exist among students who select particular housing settings in a university community.

It is felt that this study will help to fill a gap in providing the personnel worker with additional information related to personality and socioeconomic differences as well as differences in personal goals which may contribute to observed differences in the achievement of students living in four housing settings at the University of Florida.

#### Definition of Terms

The following terms and definitions were used in this study:

Florida Twelfth Grade Test -- A statewide achievement test administered to all high school seniors in the state of Florida. The test battery yields percentile scores in the areas of English, Social Studies, Natural Sciences, Mathematics, and Aptitude. The percentile scores are combined into a single score having a maximum of 495. The median FTG score of entering freshman students in

September, 1966, at the University of Florida was 418.

Greek Housing -- Any social fraternity or sorority house offering dormitorylike accommodations for students at the University of Florida.

High Density Housing -- An area of privately owned garden apartment buildings which house over 2,500 University of Florida students along a single street in Gainesville, Florida.

High School Grade Point Average (HSGPA) -- A three-year secondary school average of academic subjects based on a 4.0 grading system and computed by the University of Florida for entering freshman students.

Housing Setting -- Areas of student housing which refer to on-campus, off-campus, Greek and/or high-density housing.

Off-Campus Housing -- Housing which is not built or operated by an institution of higher learning. Such housing includes privately owned and operated apartment buildings, rooming houses, private homes, and the like. In reference to the University of Florida, off-campus housing will exclude an area of high-density apartment buildings as previously described in this study.

On-Campus Housing -- Housing in the form of dormitories or residence halls provided by an institution of higher learning for its students.

## CHAPTER II

### REVIEW OF THE LITERATURE

The inadequacy of housing studies and the need for further research are noted by Robinson and Brown (1961, p. 360), who report that, "Much is being written about new developments in student housing, but research designed to study the effect and impact of different student housing programs is lacking." Robinson and Brown point out that " . . . differences in behavior, attitudes, and achievement of students residing in college-owned dormitories and students living either in private rooming houses or at home" have not received sufficient investigation. Hence, studies related to the characteristics of college students residing in particular housing settings appear to be limited. Baker, (1966), Dollar (1966), Alfret (1966), Griffeth (1959), and Prusock and Walsh (1964) have investigated groups of students living in particular housing settings; their findings are inconclusive and, in some cases, appear to conflict.

Student Characteristics  
in Housing Settings

In a study involving students living in selected housing settings, Baker (1966, pp. 222-224) investigated differences in groups of students living in dormitories, boarding houses, and at home. Stern's College Characteristics Index was given to students at Wisconsin State University. Of the 110 students that responded, results indicated that " . . . type of residence does significantly account for difference in the perception of the characteristics of college environment." Boarding and dormitory residents seemed less aware of the press of the college environment than those students residing with their families. In one sense, boarding and dormitory residents were more dependent upon the university for their need satisfaction than the family residents who were members of a community. Baker submits that his study leaves many questions unanswered.

Dollar (1966, pp. 147-150), in a study of 134 students at Oklahoma State University, investigated relationships existing between certain characteristics of single, male freshmen and the types of housing chosen by them. The study noted that programs that had been successful with dormitory and fraternity groups failed with off-campus

groups of students because of lack of response:

. . . because of psychological selectivity, men with different motivating factors will tend to migrate to different housing groups; i.e., "birds of a feather will flock together." Because of different systems of wants, they perceive different living environments as satisfying.

Test data and questionnaires were completed by students living in dormitories, fraternities, and off-campus housing.

It was found that the fraternity group had the greatest potential for academic success, while certain of their traits were not highly compatible with academic achievement.

The off-campus group was found to have less academic aptitude and a greater chance for financial difficulty. This group valued benevolence and placed less value on independence. The dropout rate was also higher for this group. |

Dollar found that, "Individual fraternity houses, dormitories, and units off-campus seem to attract different types of men." These groups have somewhat different needs and purposes, but " . . . the type of diversity that would be most desirable is still a matter of conjecture, and most of the theory in this area needs additional support from objective research."

The importance of the college housing setting in satisfying student needs is emphasized by Alfred (1966).

On the premise that, "It seems reasonable to think that some housing arrangements satisfy the needs of students better than others and that the student's personality determines what is most appropriate for him," Alfret (1966, pp. 183-186) studied 153 freshman students at the University of California at Berkeley. The study noted that, "Students spend a major amount of their time at the place where they live and their immediate surroundings can be a source of satisfaction or discontent that could well affect their academic success or their over-all feeling about being in college."

Impressions from interviewing students indicate that other residences allow students a sense of achievement and satisfaction. Students in apartments can take pride in achieving independence and in managing their own lives without university supervision. In co-ops students share work responsibilities and have the satisfaction of contributing to their support. In dormitories, fraternities and sororities the sense of achievement rests in increased social interaction and in serving a function within the group. Most students are drawn within the group and feel increasingly competent and responsible by participating in projects, serving on committees or being in charge of some activity (Alfret, 1966, pp. 185-186).

The studies presented above suggest strongly that groups of students living in particular housing settings possess different characteristics which are unique to the housing setting under study. Students living in apartments



may seek independence or adult roles, while emphasis is placed on social interaction in fraternal and residence hall groups. Dormitory residents appear to be more dependent on the university for their need satisfactions.

Two studies at the State University of Iowa found that the influence of housing on groups of students living in different housing settings was not significant. Griffeth (1959, p. 1617) investigated the effect of type of residence upon academic achievement of 514 undergraduate men and 293 undergraduate women. For the men, "It was concluded that the effect of type of residence upon academic achievement of male undergraduate students . . . is not made clear from the results of this investigation." For the women, no differential effect was found.

In the second study, Prusock and Walsh (1964, pp. 180-184) investigated achievement differences among fraternity pledges and freshmen electing other types of housing at the State University of Iowa. The study concluded that, "There were no differences in adjusted grade point averages among freshmen living in fraternities, residence halls, living at home, or off-campus." These studies appear to be limited to achievement differences, with little emphasis being placed on additional factors such as personality or attitudes of the subjects under study.



The Residence Hall as a  
Living-Learning Unit

The residence hall provides an opportunity for students to engage in peer interactions that may not be provided in off-campus housing units. Newcomb (1965, p. 486) notes that, "Students' living arrangements provide the major single source of daily contact. Peer-group influence is almost certain to be enhanced -- for better or worse -- if there is a considerable overlap between membership in formal college units and in living units." Heist (1960, p. 291) states, "How different the peer cultures, and the impact from such varying social environments, might be in their disposition toward conducive academic climates remains largely uninvestigated." If housing settings can be considered peer cultures or distinct social environments, then the statement by Heist supports the need for further research in the direction of determining the impact of these housing settings upon their residents.

Studies which relate to the characteristics of students electing to move away from the on-campus residence setting are limited. On the other hand, the residence hall has provided a controlled environment where peer interaction can be observed and studied. Such opportunities rarely

exist in the more isolated residence settings that exist off campus. Wrenn (1951, pp. 314-315) suggests that off-campus students tend to participate less in campus affairs and, consequently, these students may form their own peer cultures with little or no supervision. Hence, some concern may exist regarding the facilitative function of housing settings. The researcher feels that further study of students in selected housing settings and the implementation of suggested direction resulting from such studies is desirable.

Since many studies are confined to the residence hall setting, controlled studies such as that of Alsobrook (1962) lend much credence to the idea of the residence hall as a place where interactions that become facilitating are likely to occur. It is then possible to study factors related to facilitating one's growth. In such a setting, Alsobrook found he was able to conceptualize factors contributing to health-engendering people. Such people show positive orientations toward others: They have a consideration toward others and a personal liking of others; they have positive expectations for others, and a patient and accepting manner. It would appear possible to identify such health-engendering people and, through strategic placement,

peer interactions would be enhanced in the residence hall setting; i.e., people with positive orientations engender positive mental health in their associates. Alsobrook (1962, p. 152), as a result of his research, suggests that his findings have direct implications for housing officials concerned with the assignment of students to dormitories.

Based on the premise that "residential peer groups can significantly influence academic achievement," DeCoster (1968, pp. 75-78) investigated the effects of concentrating high-ability students in specific housing units. The study concludes that " . . . enlightened assignment procedures can make important contributions to the learning process and to student compatibility with the residential environment." However, usable assignment criteria that might be helpful in guiding students toward a more meaningful and stimulating educational experience need to be defined.

The importance of housing and the function it serves are emphasized by Riker (1965, p. v):

The two primary functions of college housing -- as distinguished from other kinds -- are, first, to provide a satisfactory place for students to live and, second, to help students to learn and to grow, since this housing is part of an educational institution.

Each college or university will specify these

functions according to its own needs. In terms of student housing generally, however, living is to be defined as more than a bed and learning as more than a desk; they are part of a total process, a wholeness of student experience on the campus. To contribute favorably and consistently to this experience, the living and learning that go on in student housing have to be stimulated and sustained by planned programs.

Hence, the effect that the campus residence hall may have on the student has resulted in increased emphasis on specialized services to assist in facilitating the living and learning function of the setting. Trained counselors and assistants are employed in the residence halls at the University of Florida to help in the implementation of the function of residential college housing.

#### Self-Actualization and Student Perceptions

The conditions under which human capacities develop have been of much concern to Maslow (1954, 1962):

So far as motivational status is concerned, healthy people have sufficiently gratified their basic needs for safety, belongingness, love, respect and self-esteem so that they are motivated primarily by trends to self-actualization (defined as ongoing actualization of potentials, capacities and talents, as fulfillment of mission [or call, fate, destiny, or vocation], as a fuller knowledge of, and acceptance of, the person's own intrinsic nature, as an unceasing trend toward unity, integration, or synergy within the person) (Maslow, 1962, p. 23).

Based on the idea of self-actualization as proposed by Maslow and others such as Rogers (1951, 1961), Brammer and Shostrom (1960), and Perls (1947), Shostrom developed the Personal Orientation Inventory in an attempt to provide counselors and therapists with a "comprehensive measure of values and behavior seen to be of importance in the development of self-actualization" (Shostrom, 1966, p. 5). The Personal Orientation Inventory will be utilized in this study as an approach to the measurement of differences in self-actualization that may occur in groups of students living in on-campus, off-campus, Greek, and high-density housing settings at the University of Florida.

Another aspect of the present study will consider subjects' perceptions of their college and life goals, as well as their attitudes toward housing at the University of Florida. This area may relate to Rogers' (1962, pp. 21-32) description of the psychologically healthy person as one who feels free to choose his own direction. In experiencing this freedom, the person is open to experience, both within himself and in his environment. Persons who enjoy psychological health find life enriching, exciting, rewarding, challenging, and meaningful.

In a 1966 study of the psychological environment at

the University of Florida, Barger and Hall (1966) administered the College Characteristics Index to 201 freshmen and sophomore students. The results indicated that students perceive at the University of Florida " . . . a rather informal, gregarious, flexible, enthusiastic, socially-oriented student culture." Disagreement of students occurs in areas of philosophical and religious concerns. Another area of concern relates to the:

. . . extent to which students can express emotions and can form deep, meaningful relationships with other students. These, too, reflect the dilemmas of being oneself and being accepted by others. . . . The general pattern of answers, however, suggests that while students may be in disagreement or ambivalent about some very important matters, they are also seeking better and more satisfactory answers, which informed faculty and administrators can help them to find, through clear and sympathetic communication (Barger and Hall, 1966, p. 4).

#### Demographic Variables

A final area of concern to be considered in the present study relates to demographic factors which may be characteristic of subjects residing in the four housing settings under study. Warner, Meeker, and Eells (1960, pp. 24-25) have shown that social class influences behavior; for example, 80 percent of upper- and upper-middle-class

children attend college, while only 5 percent of lower-class children have the incentive to go on to college.

Two methods have been employed in measuring social class. Class position of individuals is determined by the use of scales presented in Warner, Meeker, and Eells (1960, p. 35):

The method of Evaluated Participation (E.P.) comprising several rating techniques, is posited on the propositions that those who interact in the social system of a community evaluate the participation of those around them, that the place where an individual participates is evaluated, and that the members of the community are explicitly or implicitly aware of the ranking and translate their evaluations of such social participation into social class ratings that can be communicated to the investigator.

The Index of Status Characteristics (I.S.C.) measures the socioeconomic levels of the community and, when related to Evaluated Participation (E.P.), makes it possible for the status analysis to say what is meant in socioeconomic terms by such class concepts as upper, middle, or lower class, and, correspondingly, what is meant by higher or lower socioeconomic levels in terms of social class and Evaluated Participation.

The determination of social class rests upon a wide knowledge of the people involved as well as a knowledge of the communities in which they live. It is felt that the methods of determining social class as noted above present a complex involvement beyond the scope of this study.



Demographic information such as that collected by Hall and Barger (1966) will be elicited from students at the University of Florida. Hall and Barger presented data related to socioeconomic level of families of students at the University of Florida. Included in their study was information related to students' age, ordinal position and family size, religious preference, parents' marital status, parents' income, parents' education, and the occupational level of the parents. Among their concluding remarks were the following:

The mean socioeconomic level of the families of our students is far above the average of even the total white population of Florida. . . .

As pointed out in the report, other differences include a disproportionate number of first-born children, a larger proportion of Catholic and Jewish students, and a smaller proportion of broken homes (Hall and Barger, 1966, p. 4).

The Hall and Barger study suggests that University of Florida students come from families who are not representative of the average family groups in Florida. A question may be raised regarding the deviation of these characteristics among groups of students residing in selected housing settings at the University of Florida.



## CHAPTER III

### EXPERIMENTAL DESIGN OF THE STUDY

The purpose of this study was to determine differences in achievement, self-actualization, demographic and related factors, attitudes related to life and college goals, and feelings toward student housing that may occur in groups of students who live in campus residence halls, in fraternity or sorority housing, in off-campus housing, and in a high-density off-campus housing setting. The hypotheses which follow will relate the factors under study to students who reside in the four housing settings noted above.

#### Hypotheses

The following hypotheses were evaluated:

1. Second-year University of Florida students living in different housing settings will manifest differential academic achievement.
  - a. Students living in on-campus and Greek housing will show a tendency to achieve higher grade point averages than students living in off-campus and high-density housing settings.

- b. Female students will achieve higher grade point averages than male students in each of the housing settings studied.
2. Self-actualization, as measured by the scales of the Personal Orientation Inventory, will vary among groups of students who reside in selected housing settings.
    - a. Students living in on-campus and Greek housing settings will tend toward higher scores on the major scales of the Personal Orientation Inventory than those students living in off-campus and high-density housing settings.
    - b. Sub-scale scores on the Personal Orientation Inventory will not show uniform direction for students living in the housing settings studied.
  3. Socioeconomic class differences, as indicated by demographic factors, will occur among students in selected housing settings at the University of Florida.
    - a. Students living in high-density and Greek housing settings will come from families with higher socioeconomic levels than students living in on-campus and off-campus housing settings.
    - b. Students living in high-density and Greek housing settings will spend more money on their room and board than students living in on-campus and off-campus housing settings.
  4. Expressed student goals at the University of Florida and life goals in general will appear to be the same regardless of the housing setting studied.
  5. Students will express common attitudes toward the particular housing settings in which they are living.

- a. Students living in off-campus housing settings will indicate having a greater degree of satisfaction in their housing arrangement than students living in on-campus housing settings.
- b. Male students will place less emphasis on the social or interpersonal aspects of their housing setting and will tend to mention the physical attributes and conveniences associated with their particular housing setting, while female students will tend to be oriented toward the social aspects of their housing settings with a de-emphasis on the physical nature of their housing settings.

### Methodology

#### Selection of Subjects

At the beginning of the 1967 Fall Quarter, the Machine Records Section of the Office of the Registrar at the University of Florida provided the researcher with a master list of students meeting the following criteria:

1. Each student was registered at the University of Florida for the first time as a beginning freshman student in the fall of 1966. Therefore, no transfer students were included in the group.
2. Each student was enrolled for the 1967 Fall Quarter at the University of Florida.
3. Each student was classified a Florida resident. This assured that a Florida Twelfth Grade Test score would be available for each student.

Table 4 classifies the above group of students by the number of students living in each housing setting being studied during the 1967 Fall Quarter.

The following information from the Office of the Registrar was available for each student included on the above list:

1. Gainesville address (except as noted in Table 4).
2. Home address.
3. Marital status.
4. Sex.
5. High school grade point average.
6. Florida Twelfth Grade Test score.
7. Total number of course hours attempted and quality points earned at the University of Florida during the student's first year at the University of Florida.
8. Number of course hours attempted and quality points earned at the University of Florida during the student's 1967 fall term.

Subjects were selected at random from the list of 1,982 names provided by the Office of the Registrar. Two groups (one male, one female) of twenty-five students each were selected to represent each of the four housing settings under study. Thus, eight groups of twenty-five students

TABLE 4.--Classification by Housing Setting of University of Florida Students Eligible for Subject Selection, 1967 (Fall Registration)

|        | On<br>Campus | Greek | Off<br>Campus | High<br>Density | Other <sup>a</sup> | Total |
|--------|--------------|-------|---------------|-----------------|--------------------|-------|
| Male   | 412          | 149   | 207           | 162             | 256                | 1,186 |
| Female | 481          | 119   | 75            | 53              | 68                 | 796   |
| TOTAL  | 893          | 268   | 282           | 215             | 270                | 1,982 |

<sup>a</sup>Includes married students (one female, eight male), students living at their home address in Gainesville, and those students indicating no Gainesville address at time of registration.

each were selected to establish the total research population of 200 subjects. All students selected lived in University of Florida residence halls during their freshmen year.

The selection of subjects as noted above was accomplished by first determining the percentage of surnames falling within each letter of the alphabet from the master list of 1,982 names. Students were then selected from each letter grouping in the same numbers as percentages indicated. For example, 69 surnames beginning with "A" appeared on the master list. This represented 3.5 percent of the total number of surnames. The researcher utilized 9 subjects with surnames beginning with "A" in the study, or 4.5 percent of the 200 subjects. In the selection of subjects, housing settings were alternated as subjects were randomly pulled from the master list, using a distribution similar to that noted above. Appendix A lists the distribution and percentages of subjects in the final sample.

An attempt was made by letter or telephone to contact each student selected during the 1967 Fall Quarter at the University of Florida (see Appendix B for letter). This initial contact requested the student to serve as a subject for a doctoral study. If the student agreed to serve as a subject, a meeting time for data collection was established.

If the student declined to appear as a subject, an alternate student was selected and subsequently contacted as noted above. To select an alternate, the researcher returned to the same area of the master list from which the declining student had been selected. Due to limitations in locating students in the housing setting desired, percentage distributions as noted above could not be rigidly maintained. Of 264 students selected from the total group of 1,982 names, 209 students finally served as subjects for the study. Appendix C lists the disposition of the students selected for the study.

Several days prior to the arranged meeting with the subjects, a post card was sent to the subject as a reminder of the meeting (see Appendix D). In general, the researcher met with small groups of ten to fifteen students in an assigned room at the University of Florida's College of Education or in one of the common areas in a Men's Residence Hall. As an alternative to meeting in the College of Education or at the residence hall, 40 percent of the subjects agreed to complete the materials in their housing setting. The distribution of subjects to whom the researcher delivered materials at their particular housing setting is presented in Table 5.

TABLE 5

SUBJECTS WHO COMPLETED MATERIALS FOR DATA  
COLLECTION IN THEIR HOUSING SETTING

|        | Housing Setting |               |       |                 | TOTAL |
|--------|-----------------|---------------|-------|-----------------|-------|
|        | On<br>Campus    | Off<br>Campus | Greek | High<br>Density |       |
| Male   | 10              | 13            | 12    | 9               | 44    |
| Female | 3               | 7             | 14    | 12              | 36    |
| TOTAL  | 13              | 20            | 26    | 21              | 80    |

The group presentation of materials for data collection presented a standardized setting which was not utilized for the total research population. In permitting subjects the opportunity to complete materials in their housing settings, it was requested that subjects complete the materials in a quiet area without discussing the nature of their responses with friends or roommates. In this procedure, the danger of introducing experimental bias could have been incurred.

The extent of bias that may have been introduced into the study cannot be determined. However, several factors would help to reduce bias. First, in much the same manner as subjects electing to come to the group setting, subjects who agreed to complete materials in their housing



setting were motivated to accept, complete, and return the materials to the researcher. Second, the materials required no time limit. All subjects were permitted to complete materials in the group setting as well as in the housing settings. This factor reduced the need for a closely supervised and standardized testing atmosphere. Third, it must be assumed that subjects have attitudes and personality characteristics that are consistent and predictable across a number of settings. That is, subjects would be expected to communicate many of the same ideas, feelings, attitudes, and experiences in a classroom setting as well as in their own housing setting. The nature of the materials utilized in the study would help in reducing bias. The materials served to direct the subject's thought patterns to a particular topic area whether the responses were elicited in the group setting or in the subject's housing setting.

#### Collection of Data

At the prearranged meetings, subjects were presented with a packet of materials which included an introductory letter (see Appendix E), a Personal Orientation Inventory test booklet and answer sheet, and a Personnel Research Study Data Sheet (see Appendix F). The subjects were asked

to complete the materials and return them to the researcher. The same packet of materials that was utilized in the group setting was also presented to the subjects in their individual housing settings. Completion time generally required forty-five minutes to an hour.

### Instruments

Data collection involved several operations. High school grade point averages, Florida Twelfth Grade Test scores and University of Florida grade point averages were obtained through Registrar's records. Self-actualization was measured through the use of an objective measure called the Personal Orientation Inventory (Shostrom, 1963). An objective set of questions provided information related to demographic variables, and short answer subjective questions were used to elicit subject responses related to college and life goals, and reasons for selecting a particular housing setting.

Personal Orientation Inventory (POI).--The POI was developed out of a " . . . need for a comprehensive measure of values and behavior seen to be of importance in the development of self-actualization" (Shostrom, 1966, p. 5). The POI consists of 150 two-choice paired-opposite items

which are scored first for two scales: Inner Directed Support and Time Competence; second, the POI is scored for ten sub-scales to include additional elements of self-actualization. The following is a description of the scoring categories noted (Shostrom, 1966):

Test-Retest  
Reliability

I. Major Scales

- |                |  |     |
|----------------|--|-----|
| T <sub>C</sub> | <u>Time Competence</u> measures the degree to which one is oriented to the present, tying the past and future meaningfully to the present.     | .71 |
| I              | <u>Inner Directed Support</u> measures the independence in degree in which one is guided by inner motivations rather than external influences. | .84 |

II. Sub-Scales

- |     |  |     |
|-----|--|-----|
| SAV | <u>Self-Actualizing Value</u> measures the degree one holds and lives by the values of self-actualizing people.  | .74 |
| Ex  | <u>Existentiality</u> measures the ability of one to apply values or principles flexibly to one's life. Low scores indicate a tendency to become compulsive or dogmatic by holding values rigidly. | .85 |
| Fr  | <u>Feeling Reactivity</u> measures sensitivity to one's own needs and feelings.  | .69 |
| S   | <u>Spontaneity</u> measures ability to express feeling in spontaneous action.  | .81 |
| Sr  | <u>Self-Regard</u> measures affirmation of the self because of one's worth or strength.  | .75 |

Test-Retest  
Reliability

|    |  |     |
|----|--|-----|
| Sa | <u>Self-Acceptance</u> measures one's own acceptance in spite of weaknesses or deficiencies.   | .80 |
| Nc | <u>Nature of Man</u> measures the ability of man to resolve the goodness-evil, masculine-feminine, selfishness-unselfishness and spirituality-sensuality dichotomies in the nature of man. | .66 |
| Sy | <u>Synergy</u> measures ability of man to see opposites of life as meaningfully related; the ability to transcend dichotomies.   | .72 |
| A  | <u>Acceptance of Aggression</u> measures the ability to accept anger or aggression within the self as natural.   | .75 |
| C  | <u>Capacity for Intimate Contact</u> measures the ability to develop meaningful, contactful relationships with other human beings.   | .75 |

Shostrom (1964, p. 210) reports that the POI was administered to 160 "normal" adults and to a group of 29 "relatively self-actualized" and 34 "relatively non-self-actualized" adults. The results of this study indicated that a definite trend in discrimination between the groups occurred on 11 of the 12 dimensions measured, with the Nature of Man scale failing to reach a significant confidence level.

In a study of patients in clinical settings (Shostrom

and Knapp, 1966), it was found that all scales of the POI differentiated patient samples from adults who were classified as normal or other persons nominated as self-actualized.

Personnel Research Study Data Sheet.--The Personnel Research Study Data Sheet is a two-part self-report form developed by the researcher for this study (see Appendix F). Part I asks a series of objective questions which relate to demographic variables as reported by Hall and Barger (1966). Additional items relating to the subject's cost of room and board and desired grade point average were included in the Personnel Research Study Data Sheet.

Part II of the Personnel Research Study Data Sheet requests that the subject respond with short answers to five questions which relate to the subject's college objectives, life goals, and attitudes toward the subject's residence setting at the University of Florida. The questions are as follows:

1. State your primary objectives for your college career.
2. State in a sentence or two your primary goal(s) in life.
3. Why did you select your present housing setting at the University of Florida?
4. Would you like to move to a different housing setting (yes or no)?

5. If yes, please indicate to where you would like to move and why.

Scoring of Part I of the Personnel Research Study Data Sheet is objective. Scoring of Part II involved a subjective evaluation of the subject's response to the four open ended questions noted above. During the 1967 summer term at the University of Florida, the researcher administered the above set of questions to 25 male and 25 female students in physical education classes. A number of tentative categories of responses from the results of this pilot study was determined. These categories are presented in Appendix H. From the results of this data collection, it appeared that student responses could be rated for content.

To develop categories of responses for the present study, the researcher typed all subject responses, utilizing one sheet of paper for each set of subject responses. A sample sheet of responses is presented in Appendix H. The researcher then reviewed the responses of each subject, and each response that differed in content was entered on a separate card. The cards were then grouped into related sets of responses. These groups were categorized, and written descriptions of each category were determined.

To check the reliability of the content categories, the researcher employed two additional raters who were

provided with the typed subject responses. The raters were asked to review the responses and rate the content of the responses according to the established content categories. It was expected that reliability as percentage of agreement would be at least 80 percent. This level is within the range utilized by Keenen (1967, p. 57) in rating for content 405 statements made by freshman applicants to Boston University. As in the Keenen study, each statement was read and rated by two additional persons. Percentage of agreement on each category for each subject response was determined. If the percentage of agreement for any one category fell below 80 percent, the reliability of the category would then be in doubt. Across the total categories, the raters presented an 88.5 percent agreement. Reliability as percentage of agreement for each category will be presented in Chapter IV.

Presented below are the descriptive categories of responses and typical examples illustrative of each content category:

1. In response to question one, Part II, of the Personnel Research Study Data Sheet, which asked the subject to state his goal(s) for his educational career, it was found that subjects responded by noting one or more of the following three areas as objectives for their education:

- a. Degree.--The subject notes that his



objective in college is to complete some phase of his education at the undergraduate or graduate level. The degree or degree field might be noted; the subject may also mention the completion of requirements which lead to the termination of a degree program.

to get a degree  
would like to get a diploma  
to get a degree in history from the  
College of Arts and Sciences  
primary objectives for my college  
career are to obtain at least a  
Bachelor's degree, probably a  
Master's degree, specific area of  
study as yet undetermined  
graduate in four years with a 3.0  
average

- b. Career.--The subject mentions preparation for a career or vocation as being an important outcome for his college career. Responses may range from a general career preparation to specific career objectives. In many cases it appears that the subject desires from his education some utilitarian use in order to prepare for one's life task.

become a physical therapist  
become a successful magazine or  
newspaper writer  
I want to have a career  
to become a qualified, licensed teacher  
and have a profession  
to prepare myself for future occupation  
would like to complete my education in  
some field that would enable me to  
work with animals in some aspect  
obtaining a better position in life

- c. Education for Knowledge.--The subject expresses a need to learn about self, others,



or about the world in which he lives.  
This area of expression is not as tangible in comparison to the "Degree" or "Career" categories.

to learn all I can  
broaden my knowledge of the world  
grow as an individual, learn about  
myself and others, and apply this  
to the remainder of my life  
to get an education  
general knowledge  
rounding out as an individual  
to prepare to take a beneficial  
place in society  
growing into an emotionally mature  
person  
to find out more about myself, others  
and the world

2. In some cases the above categories related to question two in this series, which requested the subject to state his goal(s) for life. Marriage and/or family was often mentioned as part of the response to this question. Three additional areas of expression relating to material needs, self-enhancement, and giving to others were often included in response to this question.

- a. Marriage--no value.--The subject mentions taking a spouse, marriage, family, or children without placing a value on the relationship.

home life (marriage)  
want to marry and raise children  
later find a wife  
to get married and raise a family  
have a family of my own

- b. Marriage--with value.--By modifying the above with an adjective, a value is placed on the marital or family relationship. Hence, the subject wants to be happily

married or to be a good wife, etc.

have a successful marriage with  
children . . . and a husband I  
deeply love and respect  
make a good wife, and make a good  
parent  
enjoy and be happy with my family  
have a happy family life; have  
children whose lives will also  
be happy  
make my husband and children happy

- c. Material.--The material or success category may be determined from the first or second questions in Part II of the Personnel Research Study Data Sheet. The subject refers to obtaining some material success or security in life. Hence, the subject is seeking to meet his worldly or tangible needs.

to lead a successful business life  
wealth enough for my family and me  
to find a job making \$15,000-  
\$20,000 a year  
to earn money on my own  
to make a comfortable living  
make money

- d. Self-Enhancement.--Life goals are often expressed in terms of satisfying one's inner need for happiness or security. A need for experiencing self-fulfillment, or experiencing feelings of being worthwhile or needed as a person is expressed. The search for meaning in life is an important aspect of one's being.

to attain the highest that I possibly  
can . . . and be able to understand  
to make the best of what I have and to  
reach my reward after death  
to know in which direction to go  
to be happy with life

try to make a happy fulfilling life  
 to find happiness doing what I hope  
 and plan for myself  
 to find happiness and satisfaction  
 by helping other people  
 feeling of accomplishment when it's  
 all over

- e. Giving to Others.--The subject enhances his being by turning outward to interact with or on another by giving of himself. The subject may want to give some aspect of self to enhance the other person's life by providing happiness or helping another person to become a fuller, functioning person.

to help others  
 make the ones I love and like happy  
 help others and give of myself readily  
 to friends or family -- which they  
 have me  
 to help other people to grow up and  
 have as wonderful a life as I have  
 be of some service to animals  
 share my knowledge with others

3. Question three in Part II of the Personnel Research Study Data Sheet asked the subject to express his reasons for selecting the housing setting in which he was currently living. The researcher found that subjects either moved toward or into a setting because of some positive aspect of the setting or they mentioned moving away from a particular housing because of its negative attributes. The following categories were established:

- a. Required Housing.--The subject is required to live in a housing setting because of commitment to a housing contract, parental pressure, or Greek ruling.

because my parents wanted me to  
 fraternity requirements to live in the  
 house

because I am required to live in my  
sorority house one year  
requirement of University and con-  
tinuation of the second year  
was not given a choice by my parents

- b. Attraction.--The subject lives in the housing setting because of some physical attribute of the setting. Good location, attractive atmosphere or facilities, financial consideration, privacy, and change are among the reasons for moving into a particular housing setting.

because of the cost involved  
I like the atmosphere and the apart-  
ments  
wished to have my animals with me . . .  
cost is slightly less and conditions  
more favorable  
it is convenient and has a good atmos-  
phere for studying  
modern accommodations and the environ-  
ment is very relaxing  
closer to campus, geographically

- c. Social.--Selection of a housing setting for interpersonal relationships is common. Friends often desire to live together; subjects report wanting to entertain friends of the opposite sex in the setting, or they may suggest that the setting offers an opportunity to meet other people.

because I could be close to my sisters  
because of personal contacts in the dorm  
it's a good way to meet people  
wanted to live with my closest friends  
an opportunity for new acquaintances and  
sharing experiences  
dormitory life gives me an opportunity  
for contact with many very different  
and very interesting people  
place to bring your friends

feel a fraternity is a necessity if one is . . . to become really close with a large number of different people

- d. Freedom and Responsibility.--Subjects report wanting increased freedom and/or responsibility. The subject may be expressing a need to assume some aspect of the adult role by living in a particular housing setting.

wanted to be more self-responsible because I desired more privacy and freedom  
like to be on my own without answering to overseers, as in dorm  
for reasons of more freedom . . . more opportunity living as I wish  
wanted the extra responsibilities that come with having to care for an apartment of my own and . . . a crack at having to devise an all-encompassing budget  
for the independence and experience of the responsibilities; also for the privileges

- e. University.--The subject reports moving away from some aspect of University housing for any one or more of the following reasons: unacceptable living conditions, rules and regulations, and/or impossible study conditions.

to get off campus, out of those poor dorms  
to get away from trivial regulations of on-campus housing  
detest the dormitory  
returning to the dorm everyday made me much more sick of school than I really was  
felt that the "Honor Council" and offense slips in general, plus sign-out situation, were very demoralizing

I lived in the dorms last year and  
was disgusted with the amount of  
time wasted in them  
didn't like living conditions in  
the dorms

4. In response to asking the subject if he desired to move to a new housing setting, a simple yes or no response was elicited. In a few cases, the subject did not answer, or a yes or no interpretation could not be determined.
5. If the subject responded in the affirmative in response to question four, he was asked to explain his reason(s) for wanting to move to a new housing setting. The following group of responses was determined:

a. Characteristics of the Housing Setting.--

The subject may express a desire to live in a new housing setting for improved living conditions. Any one of the following reasons for moving might be noted: convenience, better study conditions, financial considerations, cooking facilities, improved atmosphere, etc.

the rates are cheaper . . . I could  
get more studying done  
living off campus would be more comfortable, would afford me better studying conditions, be more convenient, save me money as far as food is concerned  
better to study and you can do more of what you like  
more fun and better study conditions

- b. Interpersonal Relations.--The subject expresses a desire to be around friends of his own choosing. Providing for the expansion of social contacts, greater informality of entertaining, or moving away

from a particular social interaction group are among the reasons subjects note in expressing a desire to change housing settings.

I have many more friends and a  
greater cohesion there  
open to friends  
my close friends live there  
closer relationship with good friends,  
more trust by roommates and land-  
lord over whom I will have in my  
room and when (i.e., girls)

- c. Freedom.--The subject mentions a desire for increased freedom and/or responsibility; the subject expresses a need to remove himself from the rules or regulations encountered in residence hall living.

greater responsibility and freedom  
to change  
would feel more on my own perhaps  
less supervision and I would feel more  
on my own  
would be emotionally prepared to take  
on extra responsibilities

### Treatment of the Data

To explore achievement differences among the research population, analysis of covariance was used. First-term second-year University of Florida achievement of the subjects was designated the variate; first-year achievement was used as the covariate.

Analysis of variance and Fisher's  $t$  tests were utilized to investigate relationships in high school grade

point average, Florida Twelfth Grade test scores, and University of Florida grade point averages.

Analysis of variance was used to investigate the scales of the POI and many of the demographic factors elicited in Part I of the Personnel Research Study Data Sheet.

Chi square analysis was used to analyze the content ratings for subject responses in Part II of the Personnel Research Study Data Sheet.

The major portion of the data was analyzed through the facilities of the University of Florida's Computing Center.



## CHAPTER IV

### ANALYSIS OF THE RESULTS

The treatment of the data will be used to discuss the hypotheses under study. These hypotheses predict that first-term, second-year University of Florida students will manifest differential academic achievement as indicated by earned GPAs at the University of Florida; differences in self-actualization will occur as measured by the POI; demographic factors relating to students and their families will be expected; college and life goals will be consistent over the research population; differences in attitudes toward college housing settings will be apparent.

The hypotheses will be applied to groups of students who have been separated by sex and who are living in four housing settings at the University of Florida. The housing settings under consideration include residence halls or on-campus housing, off-campus housing, fraternity and sorority housing, and an area of high-density housing.

## Achievement

### Procedure

To determine if achievement differences were present among the four groups of subjects separated by sex, the researcher utilized an analysis of covariance. To eliminate achievement differences which may have occurred among the research population, first-year grade point averages (GPAs) of the subjects were used as a covariate with first-term GPAs of the second year as the variate. The covariate served to equalize achievement differences which may have occurred among the groups of subjects during their freshman year. That is, the analysis of covariance adjusts out the differences in achievement means of the housing groups separated by sex for their freshman year achievement. The variate GPAs were the first-term grades earned by the subjects following their initial move from residence hall housing into the four housing settings under study. If this analysis were to show significance, then the significant differences would not be attributable to differential achievement during the freshman year.

Fisher's  $t$  tests were employed to investigate the group differences that may have occurred in achievement from

the freshman year to the first term of the second year. Additional t tests were utilized to investigate differences that may have occurred among the groups within the freshman year, and within the first-term achievement of the second year.

Analyses of variance were executed for high school GPAs and Florida Twelfth Grade Test scores. Fisher's t tests were used to investigate further the possibility of significant differences between each of the research groups separated by sex.

An item in the Personnel Research Study Data Sheet requested the subject to indicate what he felt "to be an adequate and satisfactory grade point average . . . to achieve at the University of Florida." An analysis of variance of these reported GPAs was used to investigate possible differences in desired level of achievement among the housing groups.

### Results

Table 6 summarizes high school GPAs, Florida Twelfth Grade Test scores, first-year GPAs at the University of Florida, and the desired GPAs of the research population.

From Table 6 it may be noted that direction of

TABLE 6.---High School GPA, Florida Twelfth Grade Test Scores, First-Term, Second-Year GPA, and Desired GPA of Subjects Separated by Sex and Living in Four Housing Settings

| Achievement Scores     |                      |      |             |      |                 |      |                             |      |                             |      |     |
|------------------------|----------------------|------|-------------|------|-----------------|------|-----------------------------|------|-----------------------------|------|-----|
| Num-<br>ber            | HSGPA                |      | FTG<br>Test |      | 1st Year<br>GPA |      | 1st Term<br>2nd Year<br>GPA |      | Desired <sup>a</sup><br>GPA |      |     |
|                        | Mean                 | S.D. | Mean        | S.D. | Mean            | S.D. | Mean                        | S.D. | Mean                        | S.D. |     |
|                        | <u>Male Subjects</u> |      |             |      |                 |      |                             |      |                             |      |     |
| On campus              | 24                   | 2.95 | .52         | 430  | 51.5            | 2.54 | .71                         | 2.42 | .71                         | 2.8  | .42 |
| Off campus             | 25                   | 2.70 | .40         | 415  | 53.1            | 2.50 | .50                         | 2.54 | .64                         | 2.9  | .37 |
| Fraternity             | 25                   | 2.81 | .56         | 425  | 48.9            | 2.52 | .59                         | 2.42 | .62                         | 2.8  | .43 |
| High density           | 25                   | 2.76 | .47         | 429  | 48.6            | 2.51 | .72                         | 2.38 | .66                         | 2.9  | .26 |
| <u>Female Subjects</u> |                      |      |             |      |                 |      |                             |      |                             |      |     |
| On campus              | 25                   | 3.08 | .33         | 421  | 48.0            | 2.51 | .60                         | 2.43 | .75                         | 2.9  | .42 |
| Off campus             | 24                   | 3.05 | .49         | 422  | 43.3            | 2.61 | .42                         | 2.72 | .64                         | 2.9  | .34 |
| Sorority               | 25                   | 3.04 | .46         | 415  | 50.7            | 2.55 | .49                         | 2.39 | .59                         | 2.8  | .40 |
| High density           | 25                   | 2.97 | .51         | 401  | 56.0            | 2.44 | .64                         | 2.46 | .70                         | 2.9  | .43 |

<sup>a</sup>Derived from a Personnel Research Study Data Sheet question, "What do you feel to be an adequate and satisfactory grade point average for YOU to achieve at the University of Florida?"

change of the University of Florida GPAs indicated that on-campus and Greek GPAs dropped from the first to the second year. Off-campus achievement tended upward. High-density male subjects dropped in GPA, while high-density female subjects indicated a slight upward trend.

In comparing University of Florida grade point averages with high school achievement, it was noted that male subjects dropped from a high school average of 2.80 to a 2.52 in their first year at the University of Florida; first-term, second-year achievement was 2.44. Female subjects averaged 3.04 in high school. Their first-year GPA at the University of Florida was 2.53, and for the first term, second year, the GPA was 2.50. For high school and University of Florida achievement, female subjects tended to earn higher grade point averages than the male subjects for the same relative terms.

Twelfth Grade Placement Test scores in the pilot study presented in Chapter I had a median of the sums of 405. The median of the sums for entering freshmen students in September, 1965, was 408. It would appear that the median of the pilot research group could have been depressed by the matching process utilized in selecting subjects for the pilot study, as well as including some trans-

fer students in the pilot study who may have, on the whole, presented lower Twelfth Grade Placement Test scores than students who started their course of study as freshmen at the University of Florida. For the present research population, the median of the sums was 429 as compared with 418 for the entering freshman class in September, 1966. The median of 429 may appear to be inflated unless consideration is given to those students who did not register for the second year at the University of Florida. A larger proportion of these students who did not register would have Twelfth Grade Placement Test scores below the median and, hence, tend to raise the median for second-year students registered at the University.

The analysis of covariance utilizing the procedure outlined above is presented in Table 7. No significant differences in the first-term, second-year achievement of the research population were detected. Fisher's  $t$  tests were also used to investigate achievement differences between the first and second year's achievement of the subjects. Table 8 indicates that no significant differences occurred. Tables 9 and 10 present Fisher's  $t$  tests for differences between means of freshman GPAs for the male and female subjects separated by housing groups.

TABLE 7.--Analysis of Covariance of First-Term, Second-Year Achievement for the Research Population Separated by Sex and Housing Settings: N = 200

|                | Analysis of Covariance |     |              |         |    |
|----------------|------------------------|-----|--------------|---------|----|
|                | Sums of Squares        | df  | Mean Squares | F-ratio | P  |
| Sex            | .07385                 | 1   | .07385       | .26     | NS |
| Housing groups | 1.73131                | 3   | .57710       | 2.06    | NS |
| Interaction    | .75983                 | 3   | .25328       | .09     | NS |
| Within         | 53.51138               | 191 | .28016       |         |    |
| TOTAL          | 56.07637               | 198 |              |         |    |

TABLE 8.--Fisher's  $t$  Test for Differences between Achievement Means of First-Year GPA and First-Term, Second-Year GPA of Research Population Separated by Housing Settings

|              | Fisher's $t$             |       |                          |       |
|--------------|--------------------------|-------|--------------------------|-------|
|              | Male                     |       | Female                   |       |
|              | Difference between Means | $t^a$ | Difference between Means | $t^a$ |
| On campus    | .12                      | .589  | .08                      | .419  |
| Off campus   | .04                      | .245  | .11                      | .676  |
| Greek        | .10                      | .574  | .16                      | 1.014 |
| High density | .13                      | .630  | .02                      | .119  |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.



TABLE 9.--Fisher's  $t$  Test<sup>a</sup> for Differences between Achievement Means of First-Year GPAs Earned by Male Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |            |              |
|--------------|------------------|------------|------------|--------------|
|              | On Campus        | Off Campus | Fraternity | High Density |
| On campus    | . .              | .680       | .285       | .409         |
| Off campus   | .680             | . .        | .424       | 1.119        |
| Fraternity   | .285             | .424       | . .        | .720         |
| High density | .409             | 1.119      | .720       | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.

TABLE 10.--Fisher's  $t$  Test<sup>a</sup> for Differences between Achievement Means of First-Year GPAs Earned by Female Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |          |              |
|--------------|------------------|------------|----------|--------------|
|              | On Campus        | Off Campus | Sorority | High Density |
| On campus    | . .              | .232       | .122     | .186         |
| Off campus   | .232             | . .        | .114     | .017         |
| Sorority     | .122             | .114       | . .      | .079         |
| High density | .186             | .017       | .079     | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.



Tables 11 and 12 present Fisher's  $t$  tests for the differences between means of the first-term, second-year achievement of the male and female subjects separated by housing groups. No significant differences were detected in any of the  $t$  tests utilized.

Analyses of variance of high school GPAs for the male and female subjects are presented in Tables 13 and 14. No significant differences were observed. Fisher's  $t$  tests presented in Tables 15 and 16 indicate that no significant differences were detected among any of the housing groups.

Analyses of variance were run on the Florida Twelfth Grade Test scores for the research population, and are presented in Tables 17 and 18. No significant differences were observed for these analyses or for Fisher's  $t$  tests, which are presented in Tables 19 and 20.

### Self-Actualization

#### Procedure

To test the hypothesis that groups of students residing in the four housing settings would vary in the degree to which self-actualization would be measured by the scales of the Personal Orientation Inventory, analysis of variance was used on the two major scales and ten sub-scales

TABLE 11.--Fisher's  $t$  Test<sup>a</sup> for Differences between Achievement Means of First-Term, Second-Year GPAs Earned by Male Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |            |              |
|--------------|------------------|------------|------------|--------------|
|              | On Campus        | Off Campus | Fraternity | High Density |
| On campus    | . .              | .613       | .016       | .222         |
| Off campus   | .613             | . .        | .673       | .866         |
| Fraternity   | .016             | .673       | . .        | .222         |
| High density | .222             | .866       | .222       | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.

TABLE 12.--Fisher's  $t$  Test<sup>a</sup> for Differences between Achievement Means of First-Term, Second-Year GPAs Earned by Female Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |          |              |
|--------------|------------------|------------|----------|--------------|
|              | On Campus        | Off Campus | Sorority | High Density |
| On campus    | . .              | 1.433      | .164     | .153         |
| Off campus   | 1.433            | . .        | 1.803    | 1.324        |
| Sorority     | .164             | 1.803      | . .      | .343         |
| High density | .153             | 1.324      | .343     | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.

TABLE 13.--Analysis of Variance of High School GPAs for Male Subjects Living in Four Housing Settings

|                | Analysis of Variance |     |              |         |    |
|----------------|----------------------|-----|--------------|---------|----|
|                | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Housing groups | .8376                | 3   | .2792        | 2.36    | NS |
| Within         | 23.2360              | 196 | .1185        |         |    |
| TOTAL          | 24.0736              | 199 |              |         |    |

TABLE 14.--Analysis of Variance of High School GPAs for Female Subjects Living in Four Housing Settings

|                | Analysis of Variance |     |              |         |    |
|----------------|----------------------|-----|--------------|---------|----|
|                | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Housing groups | .1676                | 3   | .0558        | .81     | NS |
| Within         | 13.5568              | 196 | .0691        |         |    |
| TOTAL          | 13.7244              | 199 |              |         |    |

TABLE 15.--Fisher's  $t$  Test<sup>a</sup> for Differences between Achievement Means of High School GPAs Earned by Male Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |            |              |
|--------------|------------------|------------|------------|--------------|
|              | On Campus        | Off Campus | Fraternity | High Density |
| On campus    | . .              | 1.864      | .898       | 1.330        |
| Off campus   | 1.864            | . .        | .781       | .476         |
| Fraternity   | .898             | .781       | . .        | .336         |
| High density | 1.330            | .476       | .336       | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.

TABLE 16.--Fisher's  $t$  Test<sup>a</sup> for Differences between Achievement Means of High School GPAs Earned by Female Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |          |              |
|--------------|------------------|------------|----------|--------------|
|              | On Campus        | Off Campus | Sorority | High Density |
| On campus    | . .              | .250       | .347     | .884         |
| Off campus   | .250             | . .        | .073     | .555         |
| Sorority     | .347             | .073       | . .      | .499         |
| High density | .884             | .555       | .499     | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.

TABLE 17.--Analysis of Variance of Florida Twelfth Grade  
Test Scores for Male Subjects Living in Four Housing  
Settings: N = 100

| Analysis of Variance |                    |           |                 |         |          |
|----------------------|--------------------|-----------|-----------------|---------|----------|
|                      | Sums of<br>Squares | <u>df</u> | Mean<br>Squares | F-ratio | <u>P</u> |
| Housing groups       | 3402.75            | 3         | 1134.25         | .001    | NS       |
| Within               | 255484.00          | 196       | 1303.49         |         |          |
| TOTAL                | 258886.75          | 199       |                 |         |          |

TABLE 18.--Analysis of Variance of Florida Twelfth Grade  
Test Scores for Female Subjects Living in Four Housing  
Settings: N = 100

| Analysis of Variance |                    |           |                 |         |          |
|----------------------|--------------------|-----------|-----------------|---------|----------|
|                      | Sums of<br>Squares | <u>df</u> | Mean<br>Squares | F-ratio | <u>P</u> |
| Housing groups       | 7223.40            | 3         | 2407.80         | 1.92    | NS       |
| Within               | 246126.96          | 196       | 1255.75         |         |          |
| TOTAL                | 253350.36          | 199       |                 |         |          |

TABLE 19.--Fisher's  $t$  Test<sup>a</sup> for Differences between Florida Twelfth Grade Placement Test Score Means Earned by Male Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |            |              |
|--------------|------------------|------------|------------|--------------|
|              | On Campus        | Off Campus | Fraternity | High Density |
| On campus    | . .              | 1.384      | .345       | .101         |
| Off campus   | 1.384            | . .        | .679       | 1.021        |
| Fraternity   | .345             | .679       | . .        | .355         |
| High density | .101             | 1.021      | .355       | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.

TABLE 20.--Fisher's  $t$  Test<sup>a</sup> for Differences between Florida Twelfth Grade Placement Test Score Means Earned by Female Subjects Separated by Housing Settings: N = 100

|              | Housing Settings |            |          |              |
|--------------|------------------|------------|----------|--------------|
|              | On Campus        | Off Campus | Sorority | High Density |
| On campus    | . .              | .747       | .421     | 1.328        |
| Off campus   | .747             | . .        | .507     | 1.435        |
| Sorority     | .421             | .507       | . .      | 1.224        |
| High density | 1.328            | 1.435      | 1.224    | . .          |

<sup>a</sup>None of the values of  $t$  was significant at the .05 level.

of the POI. The analysis utilized sex as one factor and housing groups as another factor. The interaction analysis of these factors was also determined.

### Results

The means and standard deviations of the raw scores of the POI scales are presented in Tables 21, 22, and 23. Figures 1, 2, and 3 present the profiles of the research population based on adult norms (Shostrom, 1966). In general, the profiles of the research population appear to be within normal range and are similar to the profiles of 150 college juniors and seniors presented by Shostrom (1966, p. 12).

The results of the analyses of variance are presented in Tables 24 through 35. Two sub-scales of the Personal Orientation Inventory indicated significant differences in these analyses of variance. The Nature of Man scale distinguished between the research population separated by sex at the .05 significance level. At the .01 significance level, the Synergy scale distinguished between sex. No other scales of the POI reached significance at the .05 level.

Several nonsignificant tendencies were indicated

TABLE 21.--Means and Standard Deviations of the Raw Scores of the Personal Orientation Inventory for All Subjects Separated by Sex: N = 200

| POI Scale                     | Raw Score Data |       |        |       |
|-------------------------------|----------------|-------|--------|-------|
|                               | Male           |       | Female |       |
|                               | Mean           | S.D.  | Mean   | S.D.  |
| Time competence               | 16.080         | 3.071 | 16.500 | 2.859 |
| Inner directed                | 81.520         | 9.802 | 82.480 | 9.495 |
| Self-actualizing value        | 18.790         | 2.516 | 19.490 | 2.665 |
| Existentiality                | 19.880         | 3.807 | 20.050 | 3.456 |
| Feeling reactivity            | 15.550         | 2.765 | 15.520 | 2.946 |
| Spontaneity                   | 11.470         | 2.380 | 11.870 | 2.639 |
| Self-regard                   | 11.850         | 2.302 | 11.490 | 2.342 |
| Self-acceptance               | 15.790         | 3.546 | 16.230 | 3.159 |
| Nature of man                 | 10.920         | 2.415 | 11.550 | 1.936 |
| Synergy                       | 6.210          | 1.297 | 6.860  | 1.172 |
| Acceptance of aggression      | 16.400         | 2.958 | 16.010 | 3.050 |
| Capacity for intimate contact | 17.640         | 3.451 | 17.130 | 3.187 |

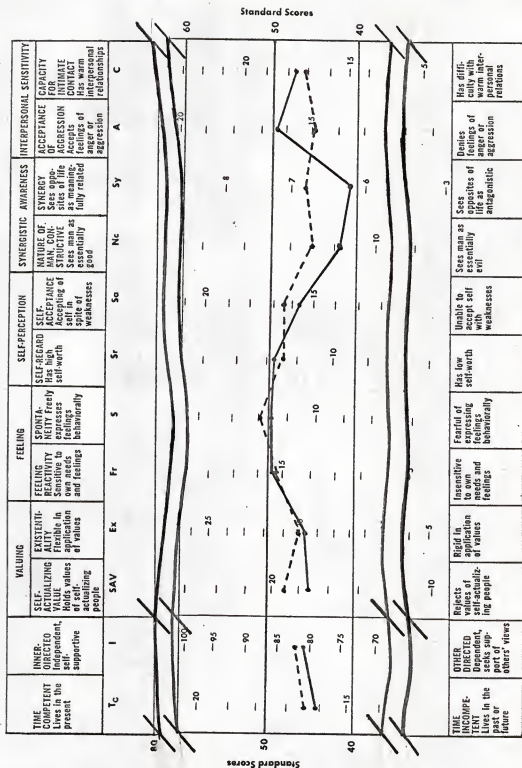


TABLE 22.--Means and Standard Deviations of the Raw Scores of the Personal Orientation Inventory for All Male Subjects Separated by Housing Settings: N = 100

|                               | On Campus |       | Off Campus |      | Greek |       | High Density |      |
|-------------------------------|-----------|-------|------------|------|-------|-------|--------------|------|
|                               | Mean      | S.D.  | Mean       | S.D. | Mean  | S.D.  | Mean         | S.D. |
| Time competence               | 16.44     | 3.07  | 16.76      | 3.36 | 14.76 | 2.80  | 16.36        | 2.81 |
| Inner directed                | 79.40     | 10.79 | 82.12      | 9.20 | 80.44 | 10.09 | 84.12        | 8.95 |
| Self-actualizing value        | 18.44     | 2.89  | 18.48      | 2.40 | 18.88 | 2.50  | 19.36        | 2.71 |
| Existentiality                | 19.12     | 4.32  | 19.64      | 3.50 | 19.84 | 4.02  | 20.92        | 3.30 |
| Feeling reactivity            | 15.36     | 2.71  | 15.84      | 2.70 | 15.36 | 2.75  | 15.64        | 3.03 |
| Spontaneity                   | 10.88     | 2.57  | 12.00      | 2.42 | 10.76 | 2.41  | 12.24        | 2.03 |
| Self-regard                   | 11.80     | 2.68  | 12.36      | 1.70 | 10.84 | 2.51  | 12.40        | 1.96 |
| Self-acceptance               | 15.00     | 3.42  | 16.04      | 3.51 | 16.32 | 3.76  | 15.80        | 3.57 |
| Nature of man                 | 10.96     | 2.52  | 10.28      | 2.01 | 11.08 | 2.41  | 11.36        | 2.68 |
| Synergy                       | 6.24      | 1.48  | 6.00       | 1.38 | 6.20  | 1.16  | 6.40         | 1.19 |
| Acceptance of aggression      | 15.64     | 2.87  | 16.84      | 3.18 | 16.48 | 2.76  | 16.64        | 3.04 |
| Capacity for intimate contact | 17.32     | 3.84  | 17.64      | 3.20 | 17.36 | 3.92  | 18.24        | 2.88 |

TABLE 23.--Means and Standard Deviations of the Raw Scores of the Personal Orientation Inventory for All Female Subjects Separated by Housing Settings: N = 100

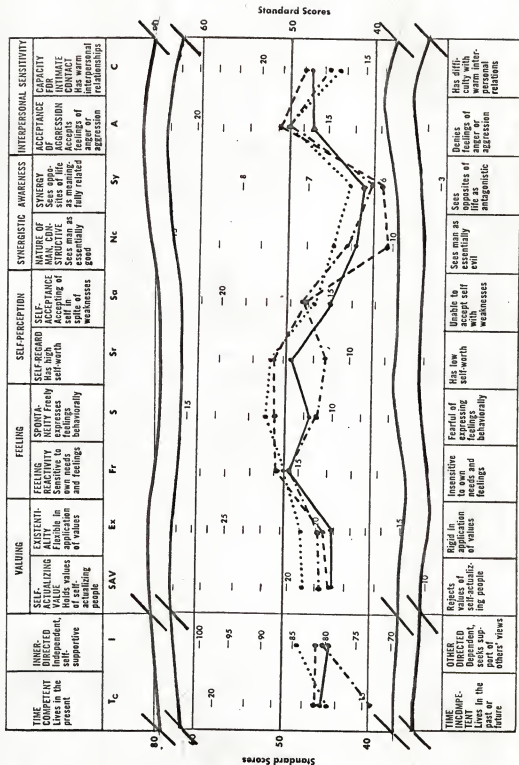
|                               | On Campus |      | Off Campus |      | Greek |       | High Density |       |
|-------------------------------|-----------|------|------------|------|-------|-------|--------------|-------|
|                               | Mean      | S.D. | Mean       | S.D. | Mean  | S.D.  | Mean         | S.D.  |
| Time competence               | 17.16     | 2.81 | 16.48      | 2.12 | 16.00 | 3.49  | 16.36        | 2.90  |
| Inner directed                | 84.08     | 9.67 | 84.32      | 7.54 | 80.32 | 10.04 | 81.20        | 10.39 |
| Self-actualizing value        | 19.48     | 2.35 | 19.64      | 2.18 | 18.84 | 3.26  | 20.00        | 2.78  |
| Existentiality                | 20.40     | 3.76 | 20.92      | 3.21 | 19.24 | 3.56  | 19.64        | 3.21  |
| Feeling reactivity            | 16.36     | 2.91 | 15.40      | 3.18 | 15.12 | 2.89  | 15.20        | 2.80  |
| Spontaneity                   | 11.28     | 2.81 | 12.20      | 2.18 | 12.08 | 2.91  | 11.92        | 2.66  |
| Self-regard                   | 11.68     | 2.17 | 11.48      | 2.26 | 11.36 | 2.68  | 11.44        | 2.36  |
| Self-acceptance               | 16.80     | 3.04 | 16.80      | 3.39 | 15.72 | 3.27  | 15.60        | 2.89  |
| Nature of man                 | 11.56     | 1.39 | 11.96      | 2.15 | 11.36 | 1.87  | 11.32        | 2.27  |
| Synergy                       | 6.84      | 1.07 | 6.76       | 1.13 | 6.68  | 1.41  | 7.16         | 1.07  |
| Acceptance of aggression      | 16.28     | 2.85 | 15.28      | 3.18 | 16.36 | 3.21  | 16.12        | 3.00  |
| Capacity for intimate contact | 17.64     | 3.11 | 17.80      | 2.81 | 17.76 | 3.40  | 16.32        | 3.35  |



Male ——— Female - - - - -

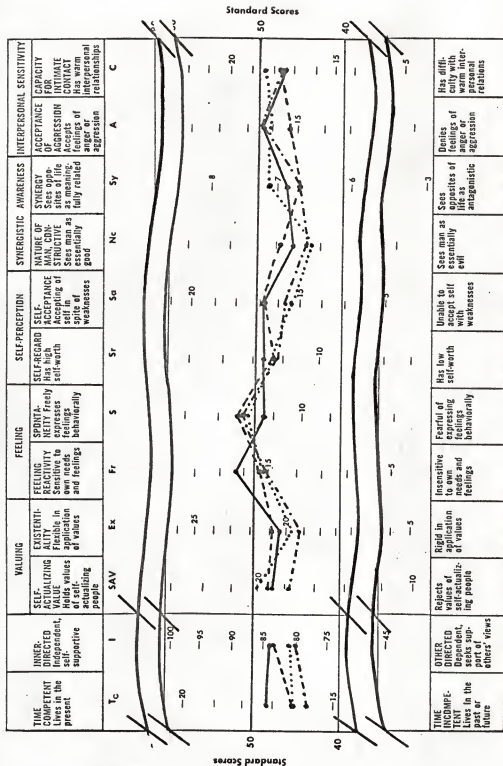
Figure 1. Profile<sup>a</sup> of Average Personal Orientation Inventory Scores of the Research Population.

<sup>a</sup>Profile adapted from Shostrom (1965).



On Campus — Off Campus — Fraternity — High Density —

Figure 2. Profile of Average Personal Orientation Inventory Scores of Male Subjects Residing in Four Housing Settings.  
a profile adapted from Shostrom (1965).



On Campus — Off Campus — Sorority — High Density —

Figure 3. Profile<sup>a</sup> of Average Personal Orientation Inventory Scores of Female Subjects Residing in Four Housing Settings.

<sup>a</sup>Profile adapted from Shostrom (1965).

TABLE 24.--Analysis of Variance of the Time Competence Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |           |              |         |          |
|---------------------|----------------------|-----------|--------------|---------|----------|
|                     | Sums of Squares      | <u>df</u> | Mean Squares | F-ratio | <u>P</u> |
| Sex                 | 8.789                | 1         | 8.789        | 1.01    | NS       |
| Housing groups      | 60.059               | 3         | 20.020       | 2.31    | NS       |
| Interaction         | 17.871               | 3         | 5.957        | 0.69    | NS       |
| Within              | 1664.441             | 192       | 8.669        |         |          |
| TOTAL               | 1751.160             | 199       |              |         |          |

TABLE 25.--Analysis of Variance of the Inner Directed Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |           |              |         |          |
|---------------------|----------------------|-----------|--------------|---------|----------|
|                     | Sums of Squares      | <u>df</u> | Mean Squares | F-ratio | <u>P</u> |
| Sex                 | 46.680               | 1         | 46.680       | 0.50    | NS       |
| Housing groups      | 231.836              | 3         | 77.279       | 0.83    | NS       |
| Interaction         | 394.531              | 3         | 131.510      | 1.42    | NS       |
| Within              | 17810.562            | 192       | 92.763       |         |          |
| TOTAL               | 18483.609            | 199       |              |         |          |

TABLE 26.--Analysis of Variance of the Self-Actualizing Value Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 24.463               | 1   | 24.463       | 3.62    | NS |
| Housing groups      | 20.410               | 3   | 6.803        | 1.01    | NS |
| Interaction         | 10.986               | 3   | 3.662        | 0.54    | NS |
| Within              | 1298.195             | 192 | 6.761        |         |    |
| TOTAL               | 1354.054             | 199 |              |         |    |

TABLE 27.--Analysis of Variance of the Existentiality Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 1.416                | 1   | 1.416        | 0.11    | NS |
| Housing groups      | 21.045               | 3   | 7.015        | 0.53    | NS |
| Interaction         | 64.453               | 3   | 21.484       | 1.63    | NS |
| Within              | 2531.789             | 192 | 13.186       |         |    |
| TOTAL               | 2618.703             | 199 |              |         |    |

TABLE 28.--Analysis of Variance of the Feeling Reactivity Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 0.037                | 1   | 0.037        | 0.00    | NS |
| Housing groups      | 10.657               | 3   | 3.552        | 0.43    | NS |
| Interaction         | 18.036               | 3   | 6.012        | 0.73    | NS |
| Within              | 1587.066             | 192 | 8.266        |         |    |
| TOTAL               | 1615.796             | 199 |              |         |    |

TABLE 29.--Analysis of Variance of the Spontaneity Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 7.996                | 1   | 7.996        | 1.29    | NS |
| Housing groups      | 38.178               | 3   | 12.726       | 2.05    | NS |
| Interaction         | 17.572               | 3   | 5.857        | 0.94    | NS |
| Within              | 1194.482             | 192 | 6.221        |         |    |
| TOTAL               | 1258.228             | 199 |              |         |    |



TABLE 30.--Analysis of Variance of the Self-Regard Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 6.445                | 1   | 6.445        | 1.21    | NS |
| Housing groups      | 22.736               | 3   | 7.579        | 1.42    | NS |
| Interaction         | 18.317               | 3   | 6.106        | 1.14    | NS |
| Within              | 1026.722             | 192 | 5.348        |         |    |
| TOTAL               | 1074.220             | 199 |              |         |    |

TABLE 31.--Analysis of Variance of the Self-Acceptance Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 9.644                | 1   | 9.644        | 0.85    | NS |
| Housing groups      | 13.818               | 3   | 4.606        | 0.41    | NS |
| Interaction         | 43.042               | 3   | 14.347       | 1.27    | NS |
| Within              | 2174.477             | 192 | 11.331       |         |    |
| TOTAL               | 2241.981             | 199 |              |         |    |

TABLE 32.--Analysis of Variance of the Nature of Man Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |     |
|---------------------|----------------------|-----|--------------|---------|-----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P   |
| Sex                 | 19.824               | 1   | 19.824       | 4.11    | .05 |
| Housing groups      | 1.251                | 3   | 0.417        | 0.09    | NS  |
| Interaction         | 20.978               | 3   | 6.993        | 1.45    | NS  |
| Within              | 925.922              | 192 | 4.823        |         |     |
| TOTAL               | 967.975              | 199 |              |         |     |

TABLE 33.--Analysis of Variance of the Synergy Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |     |
|---------------------|----------------------|-----|--------------|---------|-----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P   |
| Sex                 | 21.118               | 1   | 21.118       | 13.64   | .01 |
| Housing groups      | 4.657                | 3   | 1.552        | 1.00    | NS  |
| Interaction         | 0.702                | 3   | 0.234        | 0.15    | NS  |
| Within              | 297.281              | 192 | 1.548        |         |     |
| TOTAL               | 232.758              | 199 |              |         |     |

TABLE 34.--Analysis of Variance of the Acceptance of Aggression Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 7.581                | 1   | 7.581        | 0.83    | NS |
| Housing groups      | 7.849                | 3   | 2.616        | 0.29    | NS |
| Interaction         | 31.519               | 3   | 10.506       | 1.15    | NS |
| Within              | 1747.629             | 192 | 9.102        |         |    |
| TOTAL               | 1794.578             | 199 |              |         |    |

TABLE 35.--Analysis of Variance of the Capacity for Intimate Contact Scale of the POI for Subjects Separated by Sex in Four Housing Settings

| Source of Variation | Analysis of Variance |     |              |         |    |
|---------------------|----------------------|-----|--------------|---------|----|
|                     | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex                 | 12.988               | 1   | 12.988       | 1.17    | NS |
| Housing groups      | 11.890               | 3   | 3.963        | 0.36    | NS |
| Interaction         | 39.136               | 3   | 13.045       | 1.17    | NS |
| Within              | 2133.320             | 192 | 11.111       |         |    |
| TOTAL               | 2197.334             | 199 |              |         |    |

in a review of the POI profiles. The on-campus males tended to see man as being less good than the other groups. They also saw opposites of life as being antagonistic. Off-campus and high-density male subjects indicated a tendency to express feelings behaviorally; the off-campus and high-density male subjects also expressed higher self-regard than on-campus and Greek male subjects. Greek males seemed to express an inability to see the past and future meaningfully related to the present.

### Demographic Information

#### Procedure

Information relating to the subjects and their family background was elicited in Part I of the Personnel Research Study Data Sheet. Subjects responded to items which requested their age, home town, religious preference, number of older and younger siblings, marital status of parents, parents' income, highest level of education attained by the parents, and the subject's estimated expenses at the University of Florida in terms of his room and board.

Analysis of variance was used to determine if significant differences were present among groups of subjects separated by sex for the following factors: number of

siblings, parents' income, level of parents' education, size of home town, and cost of room and board.

### Results

The subjects ranged in age from 18 to 23, with an average of 18.9. Table 36 presents a distribution of ages for the research population. Marital status of the subjects' parents for the most part appeared to be stable, with 85 percent of the subjects coming from unbroken homes. Parents' marital status is presented in Table 37.

Subjects responded to family size by listing the number of older and younger siblings in their family (see Table 38). In all groups, there was a tendency for the subjects to have a larger number of younger brothers and sisters than older brothers and sisters. However, analysis of variance indicated that there were no significant differences in the size of the subjects' families either in the housing settings studied or separated by sex. The results of these analyses are presented in Tables 39, 40, and 41.

Family income was elicited by utilizing income ranges as noted in Table 42. Each income range was assigned a digital value starting with one for incomes below \$5,000 to five for incomes of \$20,000 or above. An analysis of

TABLE 36.--Age Distribution of Research Population

|                        | Age |    |    |    |    |    |
|------------------------|-----|----|----|----|----|----|
|                        | 18  | 19 | 20 | 21 | 22 | 23 |
| <u>Male Subjects</u>   |     |    |    |    |    |    |
| On campus              | 2   | 21 | 2  |    |    |    |
| Off campus             | 2   | 22 |    |    |    | 1  |
| Fraternity             | 5   | 19 | 1  |    |    |    |
| High density           | 1   | 23 |    |    | 1  |    |
| TOTAL                  | 10  | 85 | 3  |    | 1  | 1  |
| <u>Female Subjects</u> |     |    |    |    |    |    |
| On campus              | 2   | 23 |    |    |    |    |
| Off campus             | 7   | 16 | 2  |    |    |    |
| Sorority               | 3   | 22 |    |    |    |    |
| High density           | 5   | 20 |    |    |    |    |
| TOTAL                  | 17  | 81 | 2  |    |    |    |

TABLE 37.--Marital Status of Subjects' Parents

|                        | Number | Marital Status |          |                    |   | Mether<br>Deceased | No<br>Information |
|------------------------|--------|----------------|----------|--------------------|---|--------------------|-------------------|
|                        |        | Married        | Divorced | Father<br>Deceased |   |                    |                   |
| <u>Male Subjects</u>   |        |                |          |                    |   |                    |                   |
| On campus              | 25     | 21             | 3        |                    | 1 |                    |                   |
| Off campus             | 25     | 22             | 1        | 2                  |   |                    |                   |
| Fraternity             | 25     | 21             | 2        | 1                  |   | 1                  |                   |
| High density           | 25     | 21             | 2        |                    | 2 |                    |                   |
| TOTAL                  | 100    | 85             | 8        | 3                  | 3 | 1                  |                   |
| <u>Female Subjects</u> |        |                |          |                    |   |                    |                   |
| On campus              | 25     | 20             | 3        | 2                  |   |                    |                   |
| Off campus             | 25     | 22             | 3        |                    |   |                    |                   |
| Sorority               | 25     | 21             | 2        | 2                  |   |                    |                   |
| High density           | 25     | 22             | 1        | 1                  | 1 |                    |                   |
| TOTAL                  | 100    | 85             | 9        | 5                  | 1 |                    |                   |

TABLE 38.--Average Number of Siblings for Subjects Separated by Sex in Four Housing Settings

|                        | Num-<br>ber | Siblings |      |         |      | Total |      |
|------------------------|-------------|----------|------|---------|------|-------|------|
|                        |             | Older    |      | Younger |      |       |      |
|                        |             | Mean     | S.D. | Mean    | S.D. | Mean  | S.D. |
| <u>Male Subjects</u>   |             |          |      |         |      |       |      |
| On campus              | 25          | .40      | .64  | 1.12    | 1.09 | 1.52  | 1.19 |
| Off campus             | 24          | .75      | .79  | 1.33    | 1.24 | 2.08  | 1.32 |
| Fraternity             | 25          | .76      | 1.09 | .96     | .98  | 1.72  | 1.34 |
| High density           | 25          | .88      | .97  | 1.16    | 1.21 | 2.04  | 1.31 |
| TOTAL                  | 99          | .70      | .90  | 1.41    | 1.12 | 1.84  | 1.29 |
| <u>Female Subjects</u> |             |          |      |         |      |       |      |
| On campus              | 25          | .88      | 1.79 | 1.04    | 1.02 | 1.92  | 1.85 |
| Off campus             | 25          | .84      | .75  | 1.16    | 1.18 | 2.00  | 1.00 |
| Sorority               | 25          | .80      | .96  | 1.32    | 1.38 | 2.12  | 1.54 |
| High density           | 25          | .64      | .70  | 1.52    | 1.74 | 2.16  | 1.86 |
| TOTAL                  | 100         | .79      | 1.12 | 1.26    | 1.35 | 2.05  | 1.58 |



TABLE 39.--Analysis of Variance of Siblings Younger than Subjects Who Are Separated by Sex in Four Housing Settings

|                | Analysis of Variance |     |              |         |    |
|----------------|----------------------|-----|--------------|---------|----|
|                | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex            | 0.426                | 1   | 0.426        | 0.41    | NS |
| Housing groups | 0.745                | 3   | 0.248        | 0.24    | NS |
| Interaction    | 3.276                | 3   | 1.092        | 1.05    | NS |
| Within         | 199.460              | 191 | 1.044        |         |    |
| TOTAL          | 203.460              | 198 |              |         |    |

TABLE 40.--Analysis of Variance of Siblings Older than Subjects Who Are Separated by Sex in Four Housing Settings

|                | Analysis of Variance |     |              |         |    |
|----------------|----------------------|-----|--------------|---------|----|
|                | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex            | 0.677                | 1   | 0.677        | 0.43    | NS |
| Housing groups | 1.978                | 3   | 0.659        | 0.42    | NS |
| Interaction    | 2.999                | 3   | 1.000        | 0.64    | NS |
| Within         | 298.293              | 191 | 1.562        |         |    |
| TOTAL          | 303.947              | 198 |              |         |    |

TABLE 41.--Analysis of Variance of Siblings for Subjects Who  
Are Separated by Sex in Four Housing Settings

|                | Analysis of Variance |           |                 |         |          |
|----------------|----------------------|-----------|-----------------|---------|----------|
|                | Sums of<br>Squares   | <u>df</u> | Mean<br>Squares | F-ratio | <u>P</u> |
| Sex            | 2.176                | 1         | 2.176           | 1.03    | NS       |
| Housing groups | 4.209                | 3         | 1.403           | 0.66    | NS       |
| Interaction    | 2.068                | 3         | 0.689           | 0.33    | NS       |
| Within         | 403.913              | 191       | 2.115           |         |          |
| TOTAL          | 412.366              | 198       |                 |         |          |

TABLE 42.---Combined Income of Subjects' Parents

|                        | Number | Income and Value Assigned |                    |                     |                      |                   |
|------------------------|--------|---------------------------|--------------------|---------------------|----------------------|-------------------|
|                        |        | 1                         | 2                  | 3                   | 4                    | 5                 |
|                        |        | Below \$5,000             | \$5,000 to \$7,999 | \$8,000 to \$11,999 | \$12,000 to \$19,999 | \$20,000 or above |
| <u>Male Subjects</u>   |        |                           |                    |                     |                      |                   |
| On campus              | 24     | 1                         | 4                  | 10                  | 7                    | 2                 |
| Off campus             | 23     | 4                         | 5                  | 5                   | 5                    | 4                 |
| Fraternity             | 21     | 1                         | 2                  | 3                   | 10                   | 5                 |
| High density           | 25     | 2                         | 3                  | 6                   | 7                    | 7                 |
| TOTAL                  | 93     | 8                         | 14                 | 24                  | 29                   | 18                |
| <u>Female Subjects</u> |        |                           |                    |                     |                      |                   |
| On campus              | 23     | 3                         | 3                  | 6                   | 9                    | 2                 |
| Off campus             | 25     | 1                         | 2                  | 8                   | 6                    | 8                 |
| Sorority               | 22     |                           | 2                  | 5                   | 14                   | 1                 |
| High density           | 25     |                           | 4                  | 7                   | 8                    | 6                 |
| TOTAL                  | 95     | 4                         | 11                 | 26                  | 37                   | 17                |

variance utilizing the assigned values is presented in Table 43. Results indicated that no significant differences in family income occurred among the groups of subjects under study. It may be noted that over half of the research population indicated that their parents' income was over \$12,000, while under 20 percent indicated having family incomes of less than \$8,000. Of the subjects indicating level of family income at \$20,000 or above, 37.1 percent lived in the high-density housing setting, and 34.3 percent lived in off-campus housing. Of the Greek residents, 36.4 percent indicated level of family income in the \$12,000 to \$19,999 range. It appears that a disproportionate number of high-density and off-campus residents indicate family income levels in the \$20,000 or above range, while a disproportionate number of Greeks fall in the \$12,000 to \$19,999 level of family income. Less than 20 percent of the on-campus residents indicated their level of parents' income to be in the ranges from \$12,000 to \$20,000 or above.

The level of education of the subjects' parents is presented in Table 44. It was noted that the level of education of the parents of female subjects was generally higher than that for male subjects. This was especially perceivable for the subjects' fathers. A digital value was

TABLE 43.--Analysis of Variance of Parents' Income for Subjects Separated by Sex in Four Housing Settings

|                | Analysis of Variance |           |              |         |          |
|----------------|----------------------|-----------|--------------|---------|----------|
|                | Sums of Squares      | <u>df</u> | Mean Squares | F-ratio | <u>P</u> |
| Sex            | 1.200                | 1         | 1.200        | .96     | NS       |
| Housing groups | 7.450                | 3         | 2.483        | 1.99    | NS       |
| Interaction    | 5.142                | 3         | 1.714        | 1.37    | NS       |
| Within         | 225.124              | 180       | 1.251        |         |          |
| TOTAL          | 238.816              | 187       |              |         |          |

TABLE 44.---Level of Education Achieved by Subjects' Parents: Male (M) --- Female (F)

|                        |    | Level of Education and Value Assigned |    |              |    |           |    |         |   |           |   |   |   |
|------------------------|----|---------------------------------------|----|--------------|----|-----------|----|---------|---|-----------|---|---|---|
| 1                      |    | 2                                     |    | 3            |    | 4         |    | 5       |   | 6         |   |   |   |
| Less than HS           |    | HS Graduate                           |    | Some College |    | Bachelors |    | Masters |   | Doctorate |   |   |   |
| M                      | F  | M                                     | F  | M            | F  | M         | F  | M       | F | M         | F | M | F |
| <u>Male Subjects</u>   |    |                                       |    |              |    |           |    |         |   |           |   |   |   |
| 5                      | 4  | 8                                     | 10 | 4            | 6  | 4         | 2  | 3       | 2 | 1         |   |   |   |
| 1                      |    | 12                                    | 12 | 5            | 8  | 3         | 3  | 2       | 1 | 1         |   |   |   |
| 3                      | 4  | 7                                     | 10 | 6            | 6  | 4         | 2  | 2       | 2 | 2         |   |   |   |
| 5                      | 2  | 2                                     | 13 | 8            | 8  | 7         | 1  | 2       | 1 |           |   |   |   |
| 14                     | 10 | 29                                    | 45 | 23           | 28 | 18        | 8  | 9       | 6 | 4         |   |   |   |
| TOTAL                  |    |                                       |    |              |    |           |    |         |   |           |   |   |   |
| <u>Female Subjects</u> |    |                                       |    |              |    |           |    |         |   |           |   |   |   |
| 3                      | 4  | 8                                     | 9  | 7            | 6  | 5         | 6  | 1       |   | 1         |   |   |   |
| 3                      | 4  | 3                                     | 7  | 6            | 10 | 10        | 4  | 3       |   |           |   |   |   |
|                        |    | 1                                     | 7  | 9            | 10 | 8         | 7  | 5       | 1 | 2         |   |   |   |
| 4                      | 2  | 6                                     | 11 | 5            | 8  | 7         | 4  | 3       |   |           |   |   |   |
| 10                     | 10 | 18                                    | 34 | 27           | 34 | 30        | 21 | 12      | 1 | 3         |   |   |   |
| TOTAL                  |    |                                       |    |              |    |           |    |         |   |           |   |   |   |

assigned to each level of education completed and the data were treated in the same manner as family income. The resulting analysis of variance did not present significant differences among the subject groups (see Tables 45 and 46).

Subjects were asked to note their home town. The researcher consulted the World Almanac (Long, 1968, pp. 271-317) to determine the population of the home towns presented. Digital values were assigned to each population range noted in Table 47. An analysis of variance indicated that no significant differences occurred in the size of the home town among the groups studied (see Table 48). It was noted that 52 percent of the research population came from home towns with a population of 50,000 or more, while 8 percent of the research population came from home towns having populations of 5,000 or less.

Average cost of room and board per quarter for the subject groups is presented in Table 49. Analysis of variance of the estimated living costs (Table 50) indicated that there were no significant differences in the data. It is interesting to note that the standard deviation for those subjects living on campus and in Greek housing is lower than for the off-campus and high-density settings. This would indicate that on-campus and Greek housing costs

TABLE 45.--Analysis of Variance for Academic Achievement of Subjects' Fathers

|                | Analysis of Variance |     |              |         |    |
|----------------|----------------------|-----|--------------|---------|----|
|                | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex            | 5.418                | 1   | 5.418        | 3.25    | NS |
| Housing groups | 12.040               | 3   | 4.013        | 2.41    | NS |
| Interaction    | 4.231                | 3   | 1.410        | 0.85    | NS |
| Within         | 316.287              | 190 | 1.665        |         |    |
| TOTAL          | 337.976              | 197 |              |         |    |

TABLE 46.--Analysis of Variance for Academic Achievement of Subjects' Mothers

|                | Analysis of Variance |     |              |         |    |
|----------------|----------------------|-----|--------------|---------|----|
|                | Sums of Squares      | df  | Mean Squares | F-ratio | P  |
| Sex            | 1.152                | 1   | 1.152        | 1.21    | NS |
| Housing groups | 2.533                | 3   | 0.844        | 0.89    | NS |
| Interaction    | 3.480                | 3   | 1.160        | 1.22    | NS |
| Within         | 179.439              | 189 | 0.949        |         |    |
| TOTAL          | 186.604              | 196 |              |         |    |



TABLE 47.--Distribution of Size of Home Town from Which Subjects Came to the University of Florida

| Population Size of Home Town and Value Assigned |             |                |                |                 |                  |                  |                   |                  |  |
|---|-------------|----------------|----------------|-----------------|------------------|------------------|-------------------|------------------|--|
|   | 1           | 2              | 3              | 4               | 5                | 6                | 7                 | 8                |  |
|   | under 1,000 | 1,000 to 2,000 | 2,500 to 5,000 | 5,000 to 10,000 | 10,000 to 25,000 | 25,000 to 50,000 | 50,000 to 100,000 | 100,000 and over |  |
| <u>Male Subjects</u>                            |             |                |                |                 |                  |                  |                   |                  |  |
| On campus                                       | 1           | 2              | 1              | 3               | 5                | 3                | 4                 | 6                |  |
| Off campus                                      |             |                |                | 3               | 2                | 1                | 6                 | 13               |  |
| Fraternity                                      |             |                | 1              | 1               | 5                | 2                | 8                 | 8                |  |
| High density                                    |             |                |                | 3               | 6                | 4                | 4                 | 8                |  |
| TOTAL   | 1           | 2              | 2              | 10              | 18               | 10               | 22                | 35               |  |
| <u>Female Subjects</u>                          |             |                |                |                 |                  |                  |                   |                  |  |
| On campus                                       |             |                | 2              | 2               | 3                | 6                | 6                 | 6                |  |
| Off campus                                      |             | 1              | 2              | 2               | 5                | 5                |                   | 10               |  |
| Sorority  |             |                | 1              | 2               | 4                | 6                | 4                 | 8                |  |
| High density                                    | 1           | 1              | 3              | 2               | 1                | 3                | 5                 | 8                |  |
| TOTAL   | 1           | 2              | 8              | 8               | 13               | 20               | 15                | 32               |  |

TABLE 48.--Analysis of Variance of Population Size of Subjects' Home Town

|                | Analysis of Variance |           |                 |         |          |
|----------------|----------------------|-----------|-----------------|---------|----------|
|                | Sums of<br>Squares   | <u>df</u> | Mean<br>Squares | F-ratio | <u>P</u> |
| Sex            | 3.637                | 1         | 3.637           | 1.25    | NS       |
| Housing groups | 9.751                | 3         | 3.250           | 1.11    | NS       |
| Interaction    | 11.816               | 3         | 3.939           | 1.35    | NS       |
| Within         | 557.675              | 191       | 2.920           |         |          |
| TOTAL          | 582.879              | 198       |                 |         |          |

TABLE 49.--Estimated Cost of Room and Board per Quarter for Subjects Separated by Sex and Housing Settings

|                        | Average Cost |        |
|------------------------|--------------|--------|
|                        | Mean         | S.D.   |
| <u>Male Subjects</u>   |              |        |
| On campus              | 360.62       | 71.06  |
| Off campus             | 326.72       | 117.60 |
| Fraternity             | 338.12       | 72.66  |
| High density           | 360.76       | 138.80 |
| TOTAL                  | 346.50       | 105.20 |
| <u>Female Subjects</u> |              |        |
| On campus              | 304.72       | 52.72  |
| Off campus             | 343.32       | 174.01 |
| Sorority               | 356.04       | 50.66  |
| High density           | 284.90       | 103.80 |
| TOTAL                  | 321.90       | 110.30 |

TABLE 50.--Analysis of Variance of Estimated Cost of Room and Board for Subjects Separated by Sex in Four Housing Settings

|                | Analysis of Variance |     |                  |         |    |
|----------------|----------------------|-----|------------------|---------|----|
|                | Sums of Squares      | df  | Means of Squares | F-ratio | P  |
| Sex            | 29101.559            | 1   | 29101.559        | 2.57    | NS |
| Housing groups | 14676.930            | 3   | 4892.309         | 0.43    | NS |
| Interaction    | 87556.930            | 3   | 29185.645        | 2.57    | NS |
| Within         | 2143014.000          | 189 | 11338.695        |         |    |
| TOTAL          | 2274349.427          | 196 |                  |         |    |

represent more of a fixed cost, while the off-campus and high-density areas represent a more flexible range of expenditures. Housing costs for female subjects living in off-campus and high-density areas appear to be somewhat lower than for all other housing settings. This may indicate that a higher number of female students share a single living unit than students living in the other housing areas: i.e., male students living in the off-campus and high-density housing settings.

Religious preference of the subjects is presented in Table 51. It was noted that 50.5 percent of the subjects indicated Protestantism as their religious preference. The next highest frequency mentioned was Catholicism, with 19.5 percent of the subjects representing that faith. The Jewish faith was next, with a 16.5 percent representation. It is interesting to note that 13.5 percent of the subjects responding indicated that they had no religious preference. This contrasts with the data presented by Hall and Barger (1966), which indicated that 4.96 percent of the beginning freshman students entering the University of Florida in September, 1965, listed no preference. The fraternity group appears to have a disproportionate number of members of the Jewish faith. An estimated 30 percent of fraternity

TABLE 51.--Religious Preference of Subjects Separated by Sex and Housing Settings

|                    | Housing Settings |    |    |    |            |    |    |   |              |    |     |    | Total<br>Percent |      |
|--------------------|------------------|----|----|----|------------|----|----|---|--------------|----|-----|----|------------------|------|
|                    | On Campus        |    |    |    | Off Campus |    |    |   | High Density |    |     |    |                  |      |
|                    | M                | F  | M  | F  | M          | F  | M  | F | M            | F  | M   | F  |                  | T    |
| Protestant         | 15               | 16 | 14 | 14 | 8          | 14 | 11 | 9 | 48           | 53 | 101 | 48 | 53               | 50.5 |
| Methodist          | 4                | 4  | 4  | 4  | 1          | 4  | 2  | 3 | 11           | 15 | 26  | 11 | 15               | 13.0 |
| Presbyterian       | 1                | 3  | 2  | 2  | 2          | 5  | 1  | 2 | 6            | 12 | 18  | 6  | 12               | 9.0  |
| Episcopalian       | 3                | 3  | 3  | 1  | 1          | 4  | 0  | 1 | 7            | 9  | 16  | 7  | 9                | 8.0  |
| Baptist            | 1                | 1  | 1  | 2  | 0          | 0  | 4  | 1 | 6            | 4  | 10  | 6  | 4                | 5.0  |
| Other <sup>a</sup> | 6                | 5  | 4  | 5  | 4          | 1  | 4  | 2 | 18           | 13 | 31  | 18 | 13               | 15.5 |
| Catholic           | 4                | 4  | 8  | 6  | 2          | 7  | 3  | 5 | 17           | 22 | 39  | 17 | 22               | 19.5 |
| Jewish             | 0                | 3  | 1  | 1  | 14         | 3  | 5  | 6 | 20           | 13 | 33  | 20 | 13               | 16.5 |
| No preference      | 6                | 2  | 2  | 4  | 1          | 1  | 6  | 5 | 15           | 12 | 27  | 15 | 12               | 13.5 |

<sup>a</sup>Includes 13 Protestants: 3 Lutheran, 1 Christian Science, 5 Christian, 2 Congregational, 1 Unitarian, and 1 Moravian.

members on the University of Florida campus are Jewish.

### Subjective Response Data

#### Procedure

The researcher hypothesized that expressed educational goals and life goals of the subjects would be the same without regard to the subjects' housing settings. It was further hypothesized that the attitudes of the subjects toward their housing settings would vary according to the particular housing setting in which the subject was living. To test these hypotheses, subject responses to Part II of the Personnel Research Study Data Sheet were rated for content categories developed by the researcher. The over-all reliability as percentage of agreement for the content ratings was determined by employing two raters in addition to the researcher. One of the raters was an Assistant Dean of Men at the University of Florida, who has expressed a strong interest in the housing of students at the University. The second rater was a Resident in Psychiatry at the University of Florida's J. Hillis Miller Health Center. The over-all percentage of agreement was found to be 88.5 percent. The reliability of each separate category is presented in Table 52. An outline of the descriptive categories of responses is presented below:

TABLE 52.--Descriptive Titles of Content Categories and Rater Reliability as Percentage of Agreement

| Content Category                   | Reliability as Percentage of Agreement |
|------------------------------------|--|
| Degree                             | 88.5                                   |
| Career                             | 78.0                                   |
| Education for knowledge            | 90.5                                   |
| Marriage -- no value               | 89.5                                   |
| Marriage -- with value             | 89.0                                   |
| Material                           | 81.5                                   |
| Self-enhancement                   | 77.0                                   |
| Giving to others                   | 86.5                                   |
| Required housing                   | 97.0                                   |
| Attraction                         | 70.0                                   |
| Social                             | 92.5                                   |
| Freedom and responsibility         | 92.0                                   |
| University                         | 88.5                                   |
| Characteristics of housing setting | 92.0                                   |
| Interpersonal relations            | 97.0                                   |
| Freedom                            | 98.5                                   |
| Yes-No <sup>a</sup>                | 96.5                                   |

<sup>a</sup>In answer to the question, "Would you like to move to a different housing setting?"



1. Subjects indicated three major goals for their college education:
  - a. To complete a degree program.
  - b. To prepare for a vocation or career.
  - c. To receive a general education as preparation for life.
2. Subjects indicated their goals for life, which included the following:
  - a. Marriage or family, on which no value was placed.
  - b. Marriage or family, on which a value was placed.
  - c. Gaining some material security in life.
  - d. Enhancing one's self-concept.
  - e. Helping or giving to others.
3. Subjects moved into a particular housing setting because:
  - a. They were required by parents or the University.
  - b. The housing setting offered some physical attraction.
  - c. The housing setting offered some social attraction.
  - d. The housing setting represented some form of freedom and/or responsibility.
  - e. The University did not meet the subject's expectations.
4. Subjects wanted to move away from their present housing settings because they:

- a. Were attracted to some physical aspect of a new setting.
- b. Wanted to change some aspect of their social life.
- c. Wanted to experience being on their own with an opportunity to manage their own affairs.

Three chi square analyses were used for each of the above categories to determine if significant differences occurred in the groups separated by sex. A 2 x 2 analysis investigated appear-nonappear versus the subjects separated by sex. Second, a 2 x 4 analysis was determined for the subjects separated by housing settings, and, finally, a 2 x 8 matrix separated the four housing settings by sex. The chi square results of this procedure are presented in Table 53. The number of appearances for each category is presented in Tables 54, 55, 56, and 57.

### Results

Student goals appear to be the same regardless of the housing setting. Of the total research population, 54 percent mentioned "career," while 40.5 percent of the subjects responding mentioned "degree" as their objectives for their college education. There were no significant differences among the groups responding to the content categories,

TABLE 53.--Chi Square Analysis of Content Categories for Part II of the Personnel Research Study Data Sheet for Subjects Who Are (1) Separated by Sex, (2) Separated by Housing Groups, and (3) Separated by Sex and Housing Groups

| Content Category                   | Chi Square             |                        |                        |
|------------------------------------|------------------------|------------------------|------------------------|
|                                    | 1<br>2 x 2<br>Analysis | 2<br>2 x 4<br>Analysis | 3<br>2 x 8<br>Analysis |
| Degree                             | .1867                  | 4.0460                 | 4.7930                 |
| Career                             | .0000                  | 1.2882                 | 5.4750                 |
| Education for knowledge            | 2.0129                 | 3.0595                 | 5.4750                 |
| Marriage -- no value               | 3.0138                 | .6028                  | 5.6660                 |
| Marriage -- with value             | 5.5336 <sup>b</sup>    | .5646                  | 6.6629                 |
| Material                           | 26.5582 <sup>d</sup>   | 6.7750                 | 41.7344 <sup>d</sup>   |
| Self-enhancement                   | .6579                  | 8.2905 <sup>a</sup>    | 13.8702                |
| Giving to others                   | 10.9649 <sup>d</sup>   | 1.0965                 | 13.5965                |
| Required housing                   | 1.0704                 | 33.3547 <sup>d</sup>   | 45.8574 <sup>d</sup>   |
| Attraction                         | 1.7684                 | 3.9097                 | 9.5862                 |
| Social                             | 1.4050                 | 14.0788 <sup>c</sup>   | 24.2867 <sup>c</sup>   |
| Freedom and responsibility         | 3.3653                 | 64.9740 <sup>d</sup>   | 83.4098 <sup>d</sup>   |
| University                         | .6269                  | 48.2257 <sup>d</sup>   | 49.1285 <sup>d</sup>   |
| Characteristics of housing setting | .7406                  | 24.9740 <sup>d</sup>   | 29.8326 <sup>d</sup>   |
| Interpersonal relations            | .1163                  | 5.0029                 | 6.3990                 |
| Freedom                            | 2.2400                 | 49.1428 <sup>d</sup>   | 53.7142 <sup>d</sup>   |
| Yes-No <sup>e</sup>                | .8182                  | 65.0980 <sup>d</sup>   | 69.2999 <sup>d</sup>   |

<sup>a</sup><sub>p</sub> < .05.

<sup>b</sup><sub>p</sub> < .02.

<sup>c</sup><sub>p</sub> < .01.

<sup>d</sup><sub>p</sub> < .001.

<sup>e</sup> In answer to the question, "Would you like to move to a different housing setting?"

TABLE 54.--Number of Subjects Separated by Sex Who Indicate Appearance for Content in Sixteen Categories: N = 200

| Content Category                   | Male | Female |
|------------------------------------|------|--------|
| Degree                             | 39   | 42     |
| Career                             | 46   | 46     |
| Education for knowledge            | 49   | 59     |
| Marriage -- no value               | 16   | 26     |
| Marriage -- with value             | 16   | 30     |
| Material                           | 32   | 4      |
| Self-enhancement                   | 77   | 72     |
| Giving to others                   | 14   | 34     |
| Required housing                   | 16   | 11     |
| Attraction                         | 69   | 60     |
| Social                             | 19   | 26     |
| Freedom and responsibility         | 18   | 29     |
| University                         | 25   | 30     |
| Characteristics of housing setting | 24   | 19     |
| Interpersonal relations            | 4    | 5      |
| Freedom                            | 9    | 16     |

TABLE 55.--Number of Subjects Separated by Housing Settings  
Who Indicate Appearance for Content in Sixteen Categories:  
N = 200

| Content Category                      | Housing Setting |               |       |                 |
|---------------------------------------|-----------------|---------------|-------|-----------------|
|                                       | On<br>Campus    | Off<br>Campus | Greek | High<br>Density |
| Degree                                | 22              | 25            | 16    | 18              |
| Career                                | 21              | 21            | 25    | 25              |
| Education for knowledge               | 30              | 22            | 27    | 29              |
| Marriage -- no value                  | 12              | 11            | 10    | 9               |
| Marriage -- with value                | 12              | 13            | 10    | 11              |
| Material                              | 5               | 6             | 13    | 12              |
| Self-enhancement                      | 43              | 34            | 32    | 40              |
| Giving to others                      | 10              | 14            | 11    | 13              |
| Required housing                      | 11              | 0             | 16    | 0               |
| Attraction                            | 32              | 34            | 27    | 36              |
| Social                                | 15              | 4             | 18    | 8               |
| Freedom and responsibility            | 0               | 20            | 0     | 27              |
| University                            | 0               | 24            | 6     | 25              |
| Characteristics of housing<br>setting | 22              | 6             | 12    | 3               |
| Interpersonal relations               | 5               | 1             | 2     | 1               |
| Freedom                               | 20              | 0             | 5     | 0               |

TABLE 56.--Number of Male Subjects Separated by Housing Settings Who Indicate Appearance for Content in Sixteen Categories: N = 100

| Content Category                   | Housing Setting |            |       |              |
|------------------------------------|-----------------|------------|-------|--------------|
|                                    | On Campus       | Off Campus | Greek | High Density |
| Degree                             | 11              | 11         | 8     | 9            |
| Career                             | 8               | 13         | 12    | 13           |
| Education for knowledge            | 13              | 10         | 13    | 13           |
| Marriage -- no value               | 4               | 4          | 3     | 5            |
| Marriage -- with value             | 5               | 4          | 3     | 4            |
| Material                           | 4               | 5          | 13    | 10           |
| Self-enhancement                   | 25              | 17         | 15    | 20           |
| Giving to others                   | 2               | 6          | 3     | 3            |
| Required housing                   | 4               | 0          | 12    | 0            |
| Attraction                         | 19              | 18         | 12    | 20           |
| Social                             | 6               | 2          | 5     | 6            |
| Freedom and responsibility         | 0               | 11         | 0     | 7            |
| University                         | 0               | 11         | 2     | 12           |
| Characteristics of housing setting | 11              | 2          | 9     | 2            |
| Interpersonal relations            | 3               | 0          | 1     | 0            |
| Freedom                            | 8               | 0          | 1     | 0            |

TABLE 57.--Number of Female Subjects Separated by Housing Settings Who Indicate Appearance for Content in Sixteen Categories: N = 100

| Content Category                   | Housing Setting |            |       |              |
|------------------------------------|-----------------|------------|-------|--------------|
|                                    | On Campus       | Off Campus | Greek | High Density |
| Degree                             | 11              | 14         | 8     | 9            |
| Career                             | 13              | 8          | 13    | 12           |
| Education for knowledge            | 17              | 12         | 14    | 16           |
| Marriage -- no value               | 8               | 7          | 7     | 4            |
| Marriage -- with value             | 7               | 9          | 7     | 7            |
| Material                           | 1               | 1          | 0     | 2            |
| Self-enhancement                   | 18              | 17         | 17    | 20           |
| Giving to others                   | 8               | 8          | 8     | 10           |
| Required housing                   | 7               | 0          | 4     | 0            |
| Attraction                         | 13              | 16         | 15    | 16           |
| Social                             | 9               | 2          | 13    | 2            |
| Freedom and responsibility         | 0               | 9          | 0     | 20           |
| University                         | 0               | 13         | 4     | 13           |
| Characteristics of housing setting | 11              | 4          | 3     | 1            |
| Interpersonal relations            | 2               | 1          | 1     | 1            |
| Freedom                            | 12              | 0          | 4     | 0            |

including "Degree," "Career," and "Education for Knowledge" (see Table 53).

Significant differences among subjects separated by sex occurred in three categories. Eighty-eight subjects mentioned marriage. Of that number, 52.3 percent placed a value on marriage. At the .02 significance level, 65.2 percent of the subjects responding to the category "Marriage -- with value" were females. On the other hand, of the subjects who responded to the "Material" category, 88.9 percent of the responses were attributed to the male subjects. The subjects separated by sex for this category presented significance beyond the .001 level. It may be noted that 40.6 percent of those male students who responded to this category were living in fraternities. An additional 31.2 percent resided in high-density housing. A significance level beyond .001 was determined for the "Material" category which investigated the residence settings separated by sex. For the "Giving to Others" category, 70.8 percent of the 48 subjects responding were females. Significance in this category reached the .001 level.

In the investigation of subjects by housing settings, a number of significant categories resulted. At the .05 significance level, it appeared that, of the 149 subjects



responding, more subjects living on campus (28.8 percent) and in the high-density housing setting (26.8 percent) expressed life goals relating to "Self-Enhancement" than those students living in the remaining settings. However, significance did not occur among the housing settings when the subjects were separated by sex.

Two categories in this series had a questionable rater reliability. The "Career" category had a 78 percent agreement, and "Self-Enhancement" had a 77 percent agreement. Since the percentages were close to the 80 percent established by the researcher for acceptance, the categories were retained for their significance.

In the investigation of the reasons for living in present housing settings, subjects living on campus and in Greek housing settings mentioned required housing at the .001 significance level. When separated by sex, this significance level was maintained. Of 16 male subjects expressing feelings regarding required housing, 75 percent were living in fraternity houses. Of the 11 females expressing dissatisfaction, 63.6 percent lived in on-campus residence halls. No subjects mentioned being required to live in off-campus or in high-density housing settings.

At the .01 level of significance, subjects mentioned

moving into a particular housing setting for social reasons. In separating the four housing groups by sex, the same significance level was obtained. On-campus and Greek housing settings received the greatest frequency of appearances. Of 45 subjects responding to this category, 15 resided in residence halls, and an additional 18 lived in Greek housing. Of this 18, 13 were female students.

Freedom and responsibility were important to 47 of the subjects living in the off-campus and high-density housing areas at the .001 significance level. This level was again achieved when housing groups were separated by sex.

Moving off campus and into high-density housing for reasons involving a move away from residence hall conditions was mentioned by 89 percent of the 55 subjects responding who lived in off-campus and high-density housing. This yielded a significance level beyond .001.

To determine the significance of the subjects responding to whether or not they desired to move to a new housing setting, three chi square analyses were executed. The results are presented in Tables 58, 59, and 60. Table 58 indicates the number of subjects separated by sex who answered yes (desire to move) or no (satisfied in setting)

TABLE 58.--Chi Square for Students Separated by Sex Who Indicate a Desire to Move to a New Housing Setting.

|  | Male | Female | Total |
|--|------|--------|-------|
| Desire to move                           | 36   | 30     | 66    |
| Satisfied in setting                     | 63   | 69     | 132   |
| TOTAL                                    | 99   | 99     | 198   |
| df 1      Chi Square 0.8182 <sup>a</sup> |      |        |       |

<sup>a</sup>Not significant.

to the question, "Would you like to move to a different housing setting?" Table 59 breaks the research population into housing groups without regard to sex, and Table 60 separates the housing groups by sex. There was no significance between sex in the number of subjects indicating that they desired to seek a new housing setting. However, when the subjects were investigated by housing settings, chi square yielded a significance level of .001. Of the subjects living in residence halls, 75.5 percent indicated that they would like to move to a different housing setting. Of this group, 75 percent of the male subjects and 76 percent of the female subjects responded in the affirmative. Greek housing was the second area where subjects indicated a

TABLE 59.---Chi Square for Students Separated by Housing Groups Who Indicate a  
Desire to Move to a New Housing Setting

|                      | Housing Setting |                                 |       |                 | Total |
|----------------------|-----------------|---------------------------------|-------|-----------------|-------|
|                      | On<br>Campus    | Off<br>Campus                   | Greek | High<br>Density |       |
| Desire to move       | 37              | 7                               | 19    | 3               | 66    |
| Satisfied in setting | 12              | 43                              | 30    | 47              | 152   |
| TOTAL                | 49              | 50                              | 49    | 50              | 198   |
| df                   | 3               | Chi Square 65.0980 <sup>a</sup> |       |                 |       |

<sup>a</sup>p < .001.

TABLE 60.---Chi Square for Students Separated by Sex and Housing Groups Who Indicate a Desire to Move to a New Housing Setting

|                        | Housing Setting |                                 |       |              | Total |
|------------------------|-----------------|---------------------------------|-------|--------------|-------|
|                        | On Campus       | Off Campus                      | Greek | High Density |       |
| <u>Male Subjects</u>   |                 |                                 |       |              |       |
| Desire to move         | 18              | 3                               | 13    | 2            | 36    |
| Satisfied in setting   | 6               | 22                              | 12    | 23           | 63    |
| <u>Female Subjects</u> |                 |                                 |       |              |       |
| Desire to move         | 19              | 4                               | 6     | 1            | 30    |
| Satisfied in setting   | 6               | 21                              | 18    | 24           | 69    |
| TOTAL                  | 49              | 50                              | 49    | 50           | 198   |
| df                     | 7               | Chi Square 69.2999 <sup>a</sup> |       |              |       |

<sup>a</sup>p < .001.

substantial desire to move. Of 49 Greek residents, 52 percent of the male subjects and 25 percent of the female subjects expressed a desire to move. Of the students living off campus and in high-density housing, 90 percent expressed satisfaction in their housing settings.

For subjects desiring to move into new settings for improved living and study conditions, 51.1 percent of those indicating this category were living in the residence hall. Another 27.9 percent were Greek residents. Of the Greek residents responding in this category, 75 percent were male subjects. The .001 significance level was reached in this analysis. Increased freedom is important for 80 percent of those responding who live in the residence halls. The remaining 20 percent lived in Greek housing. Again the .001 significance level was reached in this category.

Table 61 summarizes many of the characteristics of the research population separated by sex and housing groups. Several general statements may be made related to the total research population. The female research population showed a significant tendency to view man as being better or less evil than the male research population. The female research population also indicated a significant ability to see opposites in life as meaningfully related, when compared to the male sample.

TABLE 61.--Summary of Characteristics of the Research Population Separated by Sex and Housing Settings.

|            | Subjects Separated by Sex  |  |
|------------|--|--|
|            | Male   | Female   |
| On campus  | <p>Male and female subjects would like to move from their present housing settings. These subjects seek better living conditions, which include improving study conditions. Freedom and responsibility are important to them; the residence hall may be seen as a place where one does not have an opportunity to express an adult status role. Subjects do not care for being required to live in the residence hall setting, either because of contract requirements or parental pressure.</p> <p>Tendency for GPA to drop from the first year to the first term, second year.</p> <p>Man is seen as more evil, and opposites in life may be seen as more antagonistic.</p> <p>Housing may be selected because of social reasons -- meeting new people or living with friends.</p> <p>A value is placed on self-enhancement.</p> | <p>Subjects do not care for being required to live in the residence hall setting, either because of contract requirements or parental pressure.</p> <p>GPA tended to drop from the first year to the first term of the second year.</p> <p>Highest ability to relate present with past or future.</p> <p>Tends to be sensitive to own needs and feelings.</p> <p>Housing selected for social reasons.</p> <p>Largest group wanting to move for increased freedom and responsibility.</p> |
| Off campus | <p>Subjects indicated a tendency for GPA to rise for both the male and female subjects. These subjects sought off-campus housing for obtaining</p>   |  |

a degree of responsibility and freedom. Subjects were apt to mention moving away from the residence hall because of unsatisfactory conditions for studying or requirements that were placed upon them. This group of students indicated satisfaction in their present housing setting.

Highest achievement of male research population.  
Tendency toward expression of feelings behaviorally; higher self-regard.

Highest achievement for research population.  
Largest number mentioning education for degree.

#### Greek

Research population indicated a tendency to move away from the residence setting. Students place a value on self-enhancement. Would like to move away from setting for increased freedom.

GPA from first year to first term, second year had a tendency to drop.

Has a tendency to live in future or past.

Largest percentage of subjects of Jewish faith.

Would like to move for better living conditions and freedom and responsibility.

Value placed on material goals -- success, community respect, or financial gains.

Required to live in setting by fraternity.

GPA dropped from first year to first term, second year.

Lowest achievement of female research population.

Selected housing for social reasons.

Highest cost of room and board for female subjects.



TABLE 61.--(Continued)

| Subjects Separated by Sex |   |  |
|---------------------------|---|--|
|                           | Male  | Female   |
| High density              | <p>Students move to this setting for more freedom and responsibility. They mention moving away from the conditions of the residence hall. Largest number of subjects indicating no religious preference. Subjects indicate satisfaction in the housing setting.</p> <p>GPA dropped from first year to first term, second year.</p> <p>Lowest achievement of total research population.</p> <p>Tended toward higher feelings of self-worth, and expression of feelings behaviorally.</p> <p>Material goal important.</p> <p>Selection of housing for social reasons.</p> | <p>Slight tendency for GPA to rise.</p> <p>Cost of room and board less than for other settings.</p> <p>Highest number of subjects mentioning moving to present housing setting for freedom and responsibility.</p> |

In reference to the family characteristics of the research population, the research population tended toward being the older of the siblings in their family groups. Half of the subjects came from families with incomes of \$12,000 or over, while less than 20 percent of the subjects indicated coming from families having incomes under \$8,000. Income level for families of female subjects tended to be higher than that for the families of male subjects. Over half of the subjects came from home towns with populations of 50,000 or more, while less than 8 percent of the research population came from home towns with a population of 5,000 or less.

The research population in general mentioned marriage as one of their life goals. Female subjects indicated a significant tendency for helping others, while male subjects seemed concerned with material values.

## CHAPTER V

### SUMMARY: REVIEW, DISCUSSION, AND IMPLICATIONS

The study presented was designed to investigate factors that may be characteristic of students residing in four housing settings at the University of Florida. The factors under consideration included achievement, self-actualization, demographic information, attitudes toward college goals, life goals, and college housing settings. The subjects under investigation resided in on-campus residence halls, in fraternity and sorority houses, in off-campus housing settings and in an area of high-density, off-campus housing complexes which were excluded from the off-campus housing setting.

Relating the factors to the research population were the following hypotheses:

1. Second-year University of Florida students living in different housing settings will manifest differential academic achievement.
  - a. Students living in on-campus and Greek housing will show a tendency to achieve higher grade point averages than students living in off-campus and high-density housing settings.

- b. Female students will achieve higher grade point averages than male students in each of the housing settings studied.
- 2. Self-actualization, as measured by the scales of the Personal Orientation Inventory, will vary among groups of students who reside in selected housing settings.
  - a. Students living in on-campus and Greek housing settings will tend toward higher scores on the major scales of the Personal Orientation Inventory than those students living in off-campus and high-density housing settings.
  - b. Sub-scale scores on the Personal Orientation Inventory will not show uniform direction for students living in the housing settings studied.
- 3. Socioeconomic class differences, as indicated by demographic factors, will occur among students in selected housing settings at the University of Florida.
  - a. Students living in high-density and Greek housing settings will come from families with higher socioeconomic levels than students living in on-campus and off-campus housing settings.
  - b. Students living in high-density and Greek housing settings will spend more money on their room and board than students living in on-campus and off-campus housing settings.
- 4. Expressed student goals at the University of Florida and life goals in general will appear to be the same regardless of the housing setting studied.
- 5. Students will express common attitudes toward the particular housing settings in which they are living.

- a. Students living in off-campus housing settings will indicate having a greater degree of satisfaction in their housing arrangement than students living in on-campus housing settings.
- b. Male students will place less emphasis on the social or interpersonal aspects of their housing setting and will tend to mention the physical attributes and conveniences associated with their particular housing setting, while female students will tend to be oriented toward the social aspects of their housing settings with a de-emphasis on the physical nature of their housing settings.

Students, from which the research population was selected, were registered for the first time at the University of Florida in September, 1966. They resided in on-campus residence halls during their first year and, at the beginning of their second year, they chose one of the four housing settings previously noted to continue their residence study at the University of Florida. The research population was comprised of eight groups of twenty-five subjects each; one group of male students and one group of female students were selected to represent each of the four housing settings being studied.

Data were, for the most part, treated with analysis of variance or chi square analysis. Some t tests were utilized to investigate student achievement in high school and at the University of Florida.

In general, it was found that subject achievement among the housing groups separated by sex was not significantly different from subject achievement in the freshman year. A nonsignificant trend was established which indicated that the off-campus students raised their GPAs from the freshman year to the sophomore year.

Self-actualization scores on the POI were not found to be significantly different among the housing groups. Significance was achieved on the Nature of Man and Synergy scales for the research population separated by sex. Female subjects scored higher than the male subjects; i.e., female subjects viewed man as better on a good-evil continuum than did the male subjects. In addition, female subjects were better able to see opposites in life as meaningfully related.

Subjects tended to be among the older siblings in their families. Family units appeared to be stable. The majority of the subjects' families earned above average incomes. The level of education achieved by parents of the female subjects tended to be above that of male subjects. Most subjects tended to come from communities with populations of 10,000 or above.

Total cost of room and board was not significantly different for the subjects separated by housing setting. A

majority of the subjects were Protestant, with a disproportionate number of Jewish subjects living in fraternities.

In listing goals for college and life, the research population often referred to finishing a college education, preparing for a career, and a general education as preparation for life. Marriage is important for many subjects, as well as self-enhancement. Males mention satisfying their material needs, while the female subjects most often mentioned helping others.

On-campus and Greek subjects may express dissatisfaction in their housing setting. Many subjects living in on-campus and Greek housing settings would like to move into off-campus apartments for better housing facilities and studying conditions. Those subjects living off campus and in the high-density area appear to be satisfied with their housing setting. They report moving into these settings to avoid dormitory living conditions and/or to achieve greater freedom and responsibility.

### Results versus Hypotheses: A Discussion

#### Achievement

The researcher hypothesized that first-term, second-year subjects, when separated by sex, would manifest

academic achievement differentially according to the housing setting in which the subjects were living. It was felt that students living in on-campus and Greek housing settings would achieve higher grade point averages than those students living in off-campus and high-density housing settings. It was further hypothesized that female subjects would achieve higher grade point averages than male subjects. This hypothesis was consistent with achievement data for students enrolled at the University of Florida during the academic years from 1962-63 through 1965-66, when female students enrolled at the University of Florida consistently earned higher GPAs than male students (Office of the Registrar, June, 1966).

Significant differences in achievement among the subjects in selected housing settings did not occur as hypothesized. Nonsignificant trends were established to indicate that off-campus students achieved higher GPAs than subjects residing in other housing settings. It may be speculated that many students moving off campus have more serious educational goals and, hence, perform better. Another factor to consider is the transition under which the University of Florida has been faced in changing its calendar from a modified semester schedule to the quarter



system. The first quarter under this change commenced in September, 1967. Pressure of course loads with little reduction in social activities could have contributed to the lower GPAs presented by on-campus and Greek residents, who may have been active in these campus activities; the off-campus resident may have placed additional effort on resolving academic pressures. This, however, does not resolve the achievement differences of the high-density housing setting. Male subjects dropped in GPA, while female subjects experienced a slight rise in their GPA. Achievement by the subjects separated by sex was not significant, nor were definite trends established.

The lack of significant differential achievement of students in residence halls and off campus is supported by an unpublished study which was conducted at the time of the present study. Hudson (1967) matched female students living in on-campus and off-campus housing settings. Mean grade point averages for these groups did not present significant achievement differences. The students in Hudson's study who were living off campus had lived in University of Florida residence halls prior to moving into an off-campus setting.

In the absence of significant differences in student achievement, as noted above, an evaluation should be made of

the pilot study presented in Chapter I which found significant differences in students' achievement according to the housing setting in which they resided. The pilot study did not consider two controls that were placed on the research population in the present study. First, the pilot study made no distinction regarding the student's initial housing at the University of Florida and, second, transfer as well as native students were included in the pilot study. In contrast, the study under consideration tightened controls so that all subjects were native to the University of Florida; i.e., no transfer students were included in the study; and, second, subjects lived for an academic year in the University of Florida's residence halls. Thus, the research population in the present study may represent a homogeneous population that was not attained in the pilot study.

### Self-Actualization

Based on expected achievement differences, the researcher expected personality differences among the groups of subjects to occur. Hence, it was hypothesized that self-actualization as measured by the scales of the Personal Orientation Inventory would vary among the groups of subjects under study. With two exceptions, these hypothesized

differences did not appear in the over-all picture. A sex difference was detected which indicated that female subjects saw the nature of man as being better than male subjects on a good-evil continuum. It was indicated that the female subjects were also better able to see the opposites of life as meaningfully related.

The profiles of the research population presented in Chapter IV indicate that the research population in this study is very homogeneous and represents a normal group of people. These results tend to confirm studies conducted with the Minnesota Multiphasic Personality Inventory which indicate that " . . . college students are, by and large, a rather normal and nondeviate segment of our society on most personality characteristics" (Farwell, Heist, and McConnell, 1960, p. 296).

With the exceptions noted, self-actualization scores achieved by the research population do not, in general, support the hypotheses that students who reside in the housing settings under study would manifest significant differential scores on the major and sub-scales of the Personality Orientation Inventory.

### Demographic Information

A number of factors which the researcher felt would relate to socioeconomic status were elicited from the subjects. These factors included marital status of the subjects' parents, parents' income, number of siblings in the subjects' family, subjects' estimated cost of room and board at the University of Florida, the educational level of the subjects' parents, and the size of home town from which the subjects came. It was found that the subjects' home life appeared to be stable. Subjects tended to be among the older siblings in their families. There were no significant differences among the groups of subjects under study in size of family income, cost of room and board at the University of Florida, or in the highest level of education achieved by the subjects' parents.

A nonsignificant trend was established to indicate that parents of female subjects had higher educational backgrounds. A greater proportion of students came from Protestant backgrounds, with many students expressing no religious preference. In general, the findings support the data of Hall and Barger (1966).

The researcher concludes that the socioeconomic differences which were hypothesized to occur among the

subjects separated by sex and housing settings are not readily apparent.

### Subjective Responses

It was hypothesized that student goals at the University of Florida and life goals in general would be the same regardless of the housing setting being studied. Subject responses tend to support this conclusion. Students are concerned about preparing for life and establishing a career. They also indicate their desire for obtaining a degree. Life goals include marriage and self-enhancement. Female students place greater value on marriage and helping others. Male students are concerned about becoming successful and maintaining a standard of living that is acceptable to those with whom they must associate; subjects living in fraternities and the high-density area expressed this concern with the greatest frequency of responses.

In reference to the reasons for residing in the housing settings under study, male students mentioned being required to live in Greek housing, while female subjects mentioned residence hall living requirements. Subjects living in the off-campus and high-density housing settings expressed dissatisfaction as a reason for moving to a new

housing setting. Subjects in residence halls want better living conditions and indicate that they desire to move to a new housing setting; they indicate wanting to move for increased personal freedom and responsibility.

Subject responses support the hypotheses that students do manifest differential attitudes toward their housing settings. Those students living off campus and in the high-density area express greater satisfaction in their setting. However, the data do not appear to support the sub-hypothesis that female subjects place more emphasis on the social aspects of their housing, or that male subjects place more emphasis on the physical attraction of the housing setting. The trend was established but not significant.

#### Implications for Further Study

1. The study was limited to students who began their program of study at the University of Florida as beginning freshmen in September, 1966. Third- or fourth-year students and students who transferred into the University of Florida were excluded from the study. The pilot study suggests strongly that some factor or factors served to depress grade point averages in the off-campus and high-density housing settings. It is the researcher's feeling

that transfer students may have been one factor contributing to these observed differences.

Concern has been expressed regarding the adjustment of the junior college transfer student to the four-year college or university. A study of the influence of housing settings upon subsequent achievement of these students may prove of value in suggesting ways of helping the junior college transfer to adjust successfully to the university environment.

Third- and fourth-year students could also be the subject of similar study. However, one might note that the third- or fourth-year student has successfully completed his first two years of academic work in college and that these two years are often considered to be the most trying years in the undergraduate student's career. Therefore, such studies may have greatest implication for the student just beginning his college career.

2. All subjects in this study had the common experience of residence hall living. This may or may not be a significant factor which facilitates the achievement of students moving away from the residence hall. Alsobrook (1962) did show that health-engendering people have positive orientations toward others. They are considerate, they like



others, they have positive expectations for others, and they are patient and accepting. The residence hall setting provides an atmosphere with personnel who possess such qualities. Alsobrook indicates that his findings show that people with positive orientations engender positive mental health in their associates.

If peer-group influence is a positive factor in helping students cope with their setting, then, opportunity may be provided for establishing continuous relationships with health engendering people in housing settings other than the residence hall.

Further study might be designed to investigate whether or not such associations help students to orient and maintain their behavior patterns to cope with the demands of the university setting after leaving their particular residence hall setting.

3. If positive effects of residence hall living do exist and do carry over into the off-campus setting, then it seems that an investigation into ways of providing helping experiences to those transfer students who have not had the opportunity of experiencing the climate of the residence hall setting as it may act as a facilitating force would be desirable. The question may be raised as to how such



facilitating factors may be incorporated into other residence areas.

4. It has been assumed that the residence hall environment acts as a facilitating agent which assists the student in coping with his residence hall setting and the demands of the University environment. Based on this assumption, the student personnel services function in housing may be justified. Yet, we are faced with a limited number of studies investigating the long-range effects of the residence hall setting on the student, and little is known of the student's sustained behavior as a result of residence hall living experience.

If it can be shown that student personnel services in the areas of housing serve a facilitating function, then the foundations for establishing such services will rest on firmer ground.

#### In Summary

First-term, second-year students at the University of Florida who resided during their freshman year in an on-campus housing setting:

1. Attained grade point averages after moving away from the residence hall setting and into another housing

setting which did not significantly differ from the grade point averages of those students who remained in the residence hall setting during their second year; off-campus residents and high-density female residents presented a non-significant tendency to raise their grade point averages from the previous year's achievement; other housing areas under study indicated a lowering of grade point average.

2. With two exceptions, indicate having the same degree of self-actualization as measured by the Personal Orientation Inventory regardless of the housing setting in which they live; female students see man as more constructive and are better able to see opposites as meaningful than male students.

3. Came from socioeconomic backgrounds which were similar for most students regardless of their housing settings; student's family income and education are generally above average; students tend to be among first-born siblings in families; room and board expenditures are much the same in all housing groups; home town population size is 10,000 or over for majority of students; religious preference most commonly mentioned is a Protestant-affiliated denomination.

4. Expressed college and life goals which were similar for most students; female students placed value on

marriage and helping others; male fraternity and high-density residents expressed concerns over their potential to provide the basic essentials and comforts of an acceptable standard of living.

5. Expressed a desire to move from University or Greek housing into off-campus housing for increased freedom and responsibility and better living facilities; on-campus and Greek residents indicate that they were required to live in their housing settings because of housing contracts, parental pressure, or Greek requirements.

**APPENDIX A**

**DISTRIBUTION OF THE FIRST LETTER OF STUDENT  
SURNAME FROM MASTER LIST AND SUBJECTS  
COMPRISING FINAL STUDY GROUP**

DISTRIBUTION OF THE FIRST LETTER OF STUDENT SURNAMES FROM MASTER LIST AND SUBJECTS COMPOSING FINAL STUDY GROUP

| Letter | First Letter Distribution of Subjects Separated by Sex |    |     |   |                     |      |      |   |                          |    |    |   |                        |      |      |   |      |      |      |   |      |      |
|--------|--|----|-----|---|---------------------|------|------|---|--------------------------|----|----|---|------------------------|------|------|---|------|------|------|---|------|------|
|        | Total Names  |    |     |   | Percentage of total |      |      |   | Distribution of Subjects |    |    |   | Percentage of Subjects |      |      |   |      |      |      |   |      |      |
|        | Master List  |    | T   |   | M                   |      | F    |   | T                        |    | M  |   | F                      |      | T    |   | M    |      | F    |   | T    |      |
|        | M  | F  | M   | F | M                   | F    | M    | F | M                        | F  | M  | F | M                      | F    | M    | F | M    | F    | M    | F | M    | F    |
| A      | 48   | 21 | 69  |   | 4.0                 | 2.6  | 3.5  |   | 5                        | 4  | 9  |   | 5.0                    | 4.0  | 4.5  |   | 5.0  | 4.0  | 4.5  |   | 5.0  | 4.0  |
| B      | 110  | 94 | 204 |   | 9.3                 | 11.8 | 10.3 |   | 11                       | 15 | 26 |   | 11.0                   | 15.0 | 13.0 |   | 11.0 | 15.0 | 13.0 |   | 11.0 | 15.0 |
| C      | 86   | 50 | 136 |   | 7.3                 | 6.3  | 6.9  |   | 8                        | 7  | 15 |   | 8.0                    | 7.0  | 7.5  |   | 8.0  | 7.0  | 7.5  |   | 8.0  | 7.0  |
| D      | 56   | 34 | 90  |   | 4.7                 | 4.3  | 4.5  |   | 5                        | 5  | 10 |   | 5.0                    | 5.0  | 5.0  |   | 5.0  | 5.0  | 5.0  |   | 5.0  | 5.0  |
| E      | 24   | 12 | 36  |   | 2.0                 | 1.5  | 1.8  |   | 2                        | 2  | 4  |   | 2.0                    | 2.0  | 2.0  |   | 2.0  | 2.0  | 2.0  |   | 2.0  | 2.0  |
| F      | 61   | 27 | 88  |   | 5.1                 | 3.4  | 4.4  |   | 6                        | 2  | 8  |   | 6.0                    | 2.0  | 4.0  |   | 6.0  | 2.0  | 4.0  |   | 6.0  | 2.0  |
| G      | 69   | 43 | 112 |   | 5.8                 | 5.4  | 5.6  |   | 8                        | 8  | 16 |   | 8.0                    | 8.0  | 8.0  |   | 8.0  | 8.0  | 8.0  |   | 8.0  | 8.0  |
| H      | 84   | 56 | 140 |   | 7.1                 | 7.0  | 7.6  |   | 7                        | 6  | 13 |   | 7.0                    | 6.0  | 6.5  |   | 7.0  | 6.0  | 6.5  |   | 7.0  | 6.0  |
| I      | 2  | 2  | 4   |   | 0.2                 | 0.3  | 0.2  |   | .                        | .  | .  |   | .                      | .    | .    |   | .    | .    | .    |   | .    | .    |
| J      | 19   | 20 | 39  |   | 1.6                 | 2.5  | 2.0  |   | 1                        | 3  | 4  |   | 1.0                    | 3.0  | 2.0  |   | 1.0  | 3.0  | 2.0  |   | 1.0  | 3.0  |
| K      | 42   | 39 | 81  |   | 3.5                 | 4.9  | 4.1  |   | 3                        | 5  | 8  |   | 3.0                    | 5.0  | 4.0  |   | 3.0  | 5.0  | 4.0  |   | 3.0  | 5.0  |
| L      | 62   | 46 | 108 |   | 5.2                 | 5.8  | 5.4  |   | 4                        | 7  | 11 |   | 4.0                    | 7.0  | 5.5  |   | 4.0  | 7.0  | 5.5  |   | 4.0  | 7.0  |
| M      | 94   | 68 | 162 |   | 7.9                 | 8.5  | 8.2  |   | 4                        | 5  | 9  |   | 4.0                    | 5.0  | 4.5  |   | 4.0  | 5.0  | 4.5  |   | 4.0  | 5.0  |
| N      | 22   | 12 | 34  |   | 1.9                 | 1.5  | 1.7  |   | 3                        | 1  | 4  |   | 3.0                    | 1.0  | 2.0  |   | 3.0  | 1.0  | 2.0  |   | 3.0  | 1.0  |
| O      | 16   | 6  | 22  |   | 1.3                 | 0.8  | 1.1  |   | .                        | 2  | 2  |   | .                      | 2.0  | 1.0  |   | .    | 2.0  | 1.0  |   | .    | 2.0  |
| P      | 62   | 34 | 96  |   | 5.2                 | 4.3  | 4.8  |   | 5                        | 2  | 7  |   | 5.0                    | 2.0  | 3.5  |   | 5.0  | 2.0  | 3.5  |   | 5.0  | 2.0  |
| Q      |  | 3  | 3   |   | .                   | 0.4  | 0.2  |   | .                        | 1  | 1  |   | .                      | 1.0  | 0.5  |   | .    | 1.0  | 0.5  |   | .    | 1.0  |

|       |       |     |       |      |      |       |     |     |     |       |       |       |
|-------|-------|-----|-------|------|------|-------|-----|-----|-----|-------|-------|-------|
| R     | 63    | 51  | 114   | 5.3  | 6.4  | 5.8   | 7   | 8   | 15  | 7.0   | 8.0   | 7.5   |
| S     | 124   | 88  | 212   | 10.5 | 10.6 | 10.7  | 9   | 8   | 17  | 9.0   | 8.0   | 8.5   |
| T     | 40    | 28  | 68    | 3.4  | 3.5  | 3.4   | 3   | 3   | 6   | 3.0   | 3.0   | 3.0   |
| U     | 2     | 2   | 4     | 0.2  | 0.3  | 0.2   | .   | .   | .   | .     | .     | .     |
| V     | 13    | 14  | 27    | 1.1  | 1.8  | 1.4   | .   | 1   | 1   | .     | 1.0   | 0.5   |
| W     | 76    | 42  | 118   | 6.4  | 5.3  | 6.0   | 7   | 5   | 12  | 7.0   | 5.0   | 6.0   |
| X     | .     | .   | .     | .    | .    | .     | .   | .   | .   | .     | .     | .     |
| Y     | 5     | 3   | 8     | 0.4  | 0.4  | 0.4   | 2   | .   | 2   | 2.0   | .     | 1.0   |
| Z     | 6     | 1   | 7     | 0.5  | 0.1  | 0.4   | .   | .   | .   | .     | .     | .     |
| TOTAL | 1,186 | 796 | 1,982 | 99.9 | 99.7 | 100.6 | 100 | 100 | 200 | 100.0 | 100.0 | 100.0 |

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**APPENDIX B**

**INITIAL CONTACT LETTER SENT TO PROSPECTIVE  
SUBJECTS LISTING NO TELEPHONE AT TIME  
OF REGISTRATION**

INITIAL CONTACT LETTER SENT TO PROSPECTIVE  
SUBJECTS LISTING NO TELEPHONE AT TIME  
OF REGISTRATION

Dear \_\_\_\_\_:

I would like very much to talk with you this week in regard to a research project in which I am involved.

At your convenience please call me at 376-3261, extension 2011. I am enclosing a schedule of times at which I will be available at the telephone number mentioned.

Looking forward to your call, I remain

Sincerely yours,

Richard A. Ridge



**APPENDIX C**

**DISPOSITION OF STUDENTS SELECTED FOR THIS STUDY**

## DISPOSITION OF STUDENTS SELECTED FOR THIS STUDY

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|                                | Number |
|--------------------------------|--------|
| Subjects used for study        | 200    |
| Refusals (no explanation)      | 22     |
| Unable to contact              | 14     |
| Extra                          | 9      |
| Busy with school work          | 8      |
| Did not appear for appointment | 3      |
| Dropped out of school          | 2      |
| Did not complete POI           | 2      |
| Father died                    | 1      |
| Busy with golf                 | 1      |
| Married                        | 1      |
| Sick                           | 1      |
| TOTAL                          | 264    |

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**APPENDIX D**

**POST CARD REMINDER**

POST CARD REMINDER

JUST A REMINDER . . .

that I am looking forward to seeing you at our scheduled appointment at Norman Hall on November 21 at 7:30 p.m. in Room 314.

As you recall, the meeting will involve some data collection for a research project in which I am involved as a graduate student.

Looking forward to seeing you, I remain

(signed)

**APPENDIX E**

**INTRODUCTORY LETTER PRESENTED TO SUBJECTS**

## INTRODUCTORY LETTER PRESENTED TO SUBJECTS

Dear Student:

Enclosed please find the following materials:

1. A test booklet for the Personal Orientation Inventory.
2. An answer sheet for the Personal Orientation Inventory.
3. A Personnel Research Study Data Sheet (two pages).

These materials are to be used as part of a research study which will be developed into a doctoral dissertation. The researcher hopes that the study will provide information about students like yourself that may be of benefit in developing better services to future students enrolling at the University of Florida.

The data obtained are to be combined into groups. Therefore, your responses, as an individual, will not be identified. The researcher asks that you do not use your name on any of the materials. However, place your Social Security Number on the Personal Orientation Inventory answer sheet in place of your name.

First, complete the Personal Orientation Inventory and then fill in the Personnel Research Study Data Sheet.

Your time and effort in completing the survey materials are greatly appreciated.

Thank you.

Richard A. Ridge

**APPENDIX F**

**PERSONNEL RESEARCH STUDY DATA SHEET**

## PERSONNEL RESEARCH STUDY DATA SHEET

## PART I

SOCIAL SECURITY NUMBER \_\_\_\_\_ AGE \_\_\_\_\_ DATE OF BIRTH \_\_\_\_ / \_\_\_\_ / \_\_\_\_ SEX \_\_\_\_

GAINESVILLE ADDRESS \_\_\_\_\_

HOME TOWN \_\_\_\_\_ RELIGIOUS PREFERENCE \_\_\_\_\_

## NUMBER OF BROTHERS AND SISTERS:

Older than you \_\_\_\_\_ Younger than you \_\_\_\_\_

PARENTS: \_\_Married; \_\_Separated; \_\_Divorced; \_\_Father Deceased;  
\_\_Mother DeceasedPARENTS' COMBINED INCOME: \_\_Below \$5,000; \_\_\$5,000-\$7,999;  
\_\_\$8,000-\$11,999; \_\_\$12,000-\$19,999; \_\_\$20,000 or aboveHIGHEST LEVEL OF EDUCATION COMPLETED BY FATHER: \_\_Less than  
high school graduate; \_\_High school graduate; \_\_Some college;  
\_\_BA; \_\_MA; \_\_\_\_\_DoctorateHIGHEST LEVEL OF EDUCATION COMPLETED BY MOTHER: \_\_Less than  
high school graduate; \_\_High school graduate; \_\_Some college;  
\_\_BA; \_\_MA; \_\_\_\_\_Doctorate

## ESTIMATE YOUR PRESENT COST OF ROOM AND BOARD PER QUARTER:

|       |   |       |   |       |
|-------|---|-------|---|-------|
| _____ | + | _____ | = | _____ |
| room  |   | board |   | total |

## PART II

Please answer the following questions. Your answers should be BRIEF and reflect HOW YOU FEEL at the PRESENT TIME. All answers are confidential and will be combined into groups of data obtained from other students like yourself.

1. State your primary objectives for your college career.



2. State in a sentence or two your primary goal(s) in life.
3. Why did you select your present housing setting at the University of Florida? NOTE: A housing setting is either dormitory, fraternity, sorority, or off-campus housing.
4. Would you like to move to a different housing setting?  
                      
yes or no
5. If yes, please indicate to where you would like to move and why. Please remember that a different housing setting would involve a move from one to one of the other four housing settings mentioned in Question 3.
6. What do you feel to be an adequate and satisfactory grade point average for YOU to achieve at the University of Florida?
- 

IF YOU DO NOT HAVE ROOM TO ANSWER A QUESTION IN THE SPACE PROVIDED, PLEASE USE THE SPACE BELOW. ADDITIONAL REMARKS OR REACTIONS TO THE QUESTIONS ASKED MAY BE ADDED BELOW.

APPENDIX G

SAMPLE TYPED SHEET FOR A SUBJECT'S RESPONSES TO PART II  
OF THE PERSONNEL RESEARCH STUDY DATA SHEET

SAMPLE TYPED SHEET FOR A SUBJECT'S RESPONSES TO PART II  
OF THE PERSONNEL RESEARCH STUDY DATA SHEET

1104

1. Obtaining a degree in a field I have had an interest in for over ten years and at the same time getting to know more of the world around me.
2. A degree, a good job that I have true interest in, marriage, children.
3. For the time being dormitory living is more convenient.
4. Yes.
5. I need the freedom of a place of my own. At times I enjoy the rowdy atmosphere of a dorm, but I would rather be able to decide for myself when I would like to study.

## APPENDIX H

PROPOSED CONTENT CATEGORIES DERIVED FROM A SAMPLING OF  
FIFTY UNIVERSITY OF FLORIDA UNDERGRADUATE STUDENTS  
UTILIZING PART II OF THE PERSONNEL RESEARCH STUDY  
DATA SHEET

PROPOSED CONTENT CATEGORIES DERIVED FROM A SAMPLING  
OF FIFTY UNIVERSITY OF FLORIDA UNDERGRADUATE STUDENTS  
UTILIZING PART II OF THE PERSONNEL RESEARCH  
STUDY DATA SHEET

I. College Objectives and Life Goals

1. Degree -- The student makes specific reference to an undergraduate degree.
2. Profession -- The student mentions a major course of study or a profession, and he may discuss the type of work involved in the profession.
3. General Education -- Reference is made to obtaining an education without regard to a major field of study.
4. Advanced Education -- The student mentions obtaining a post-baccalaureate degree, education, or profession.
5. Atmosphere -- The student indicates that he wishes to obtain something from college beyond an education, profession, or degree; he wishes to associate with other peers and/or participate in college activities.
6. Security, Money, Success -- The student indicates that he desires material remuneration as a result of his education or as a goal in life.
7. Helping Others -- The student indicates that he wishes to reach out to others in some kind of helping relationship.
8. Remaining Single -- The student states that he wishes to remain single.
9. Marriage and Family -- The student mentions marriage and/or a family.
10. Self-Fulfillment -- The student mentions obtaining some intangible aspect of life; e.g., joy, contentment, satisfaction, etc.

## II. Present Housing Setting

1. Comfort -- The housing setting provides a degree of comfort and convenience to the student.
2. Expense -- The housing setting was selected as a measure of economy.
3. Mandatory -- The student selected the housing setting without a choice.
4. College Life -- The housing setting provides access to college activities.
5. Freedom -- The housing setting provides a measure of freedom.
6. Default -- The student chooses the housing setting without consideration for its assets or liabilities.
7. Need to Study -- The student reports that the housing setting provides a good environment for study.
8. Friends -- The housing setting is close to friends and social activities.

## III. Reasons for Desiring New Housing Setting

1. Near Friends -- The student wishes to be near friends and social activities.
2. Environment -- The student wishes to improve his living environment.
3. Expense -- The student desires to find less expensive accommodations.
4. Freedom -- The student wants increased freedom and, perhaps, the responsibility of freedom.
5. Need to Study -- The student feels a need to improve study conditions.

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## BIOGRAPHICAL SKETCH

Richard Allen Ridge was born December 5, 1940, at Providence, Rhode Island. In June, 1959, he was graduated from Cheshire High School in Cheshire, Connecticut. He attended Brown University until June, 1961, and received the degree of Bachelor of Arts from the University of Kentucky in May, 1964. In August, 1965, he received the degree of Master of Arts from the University of Kentucky. During the 1965-66 academic year, he was employed as a mathematics instructor in the Fayette County School system in Kentucky and later served as a social worker for Shriners Hospital for Crippled Children in Lexington. In 1965 he enrolled in the Advance School of the College of Education at the University of Florida. While pursuing a course of study leading to the degree of Doctor of Education at the University of Florida, he worked as a graduate assistant in the Admissions Section, Office of the Registrar, until September, 1967, at which time he became a Counselor-to-Residents in the Mens Residence Halls until December, 1967. At the present time he is an Admissions Officer in charge of Transfer Admissions at the University of Florida.

Richard Allen Ridge is married to the former Donna Jean Tice and is the father of one child. He is a member of Phi Delta Kappa, the American Personnel and Guidance Association, the American College Personnel Association, the School Counselor Association, and the North Florida Guidance and Personnel Association.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

June, 1968

*i3 Sharp by M. C. Becker*  
\_\_\_\_\_  
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